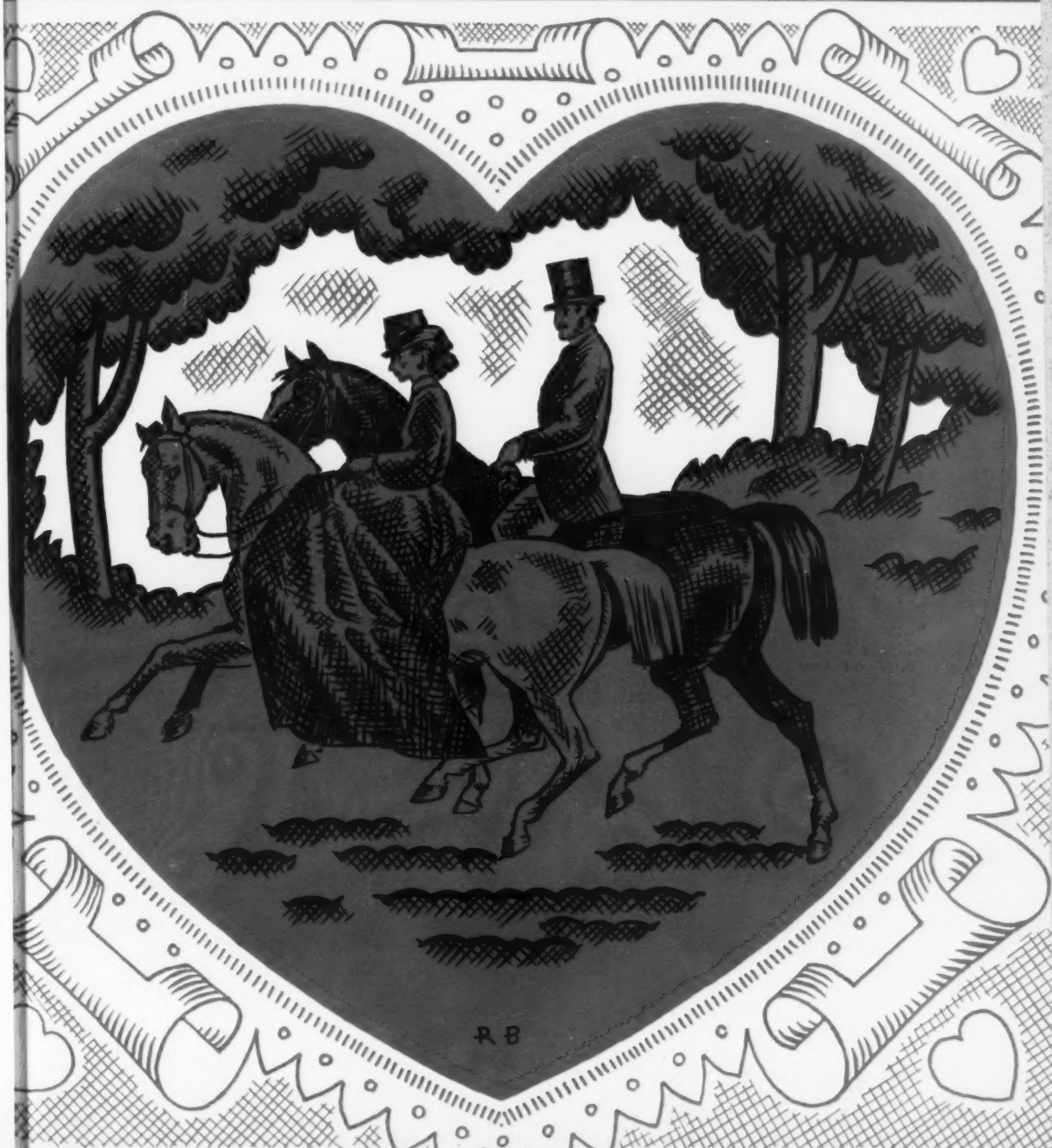


# SIERRA EDUCATIONAL NEWS

FEBRUARY

1932

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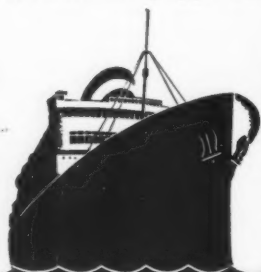
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# TRAVEL SECTION

## Hawaii This Summer

MISS KALEINANI ALOHA

*Seventh Grade Teacher, Kona, Hawaii*

**D**ESIRE to travel and dream of some time knowing the "magic that is Hawaii," has been one and the same objective to thousands of our Honolulu visitors.

Summer of 1932 will find hundreds of teachers . . . representative men and women from every State . . . outstanding leaders of education from many lands, actively participating in the first regional conference of the World Federation of Education Associations for the countries of the Pacific area at Honolulu, from July 25 to 31, and at the same time, taking advantage of the summer school offered by the University of Hawaii from June 29 to August 9 . . . in fact a school of international and Pacific affairs for graduate and undergraduate students interested in international politics and the cultures of the Pacific nations.

Through the interesting gateways of the West . . . San Francisco and Los Angeles . . . adequate and comfortable steamship service (offering special summer rates) will mean a happy cruise to the land that Mark Twain forever endeared himself when he gave to the world the simile . . . "the loveliest fleet of islands that lie anchored in any ocean." Even the most sophisticated of travelers admit that, as the Royal Hawaiian band plays the haunting strains of "The Song of the Islands," and "Aloha Oe" . . . to "leave Hawaii is to die a little."

From every angle of educational work, the islands have much to give. Rich in history and Polynesian legends, interesting geologically, unrivalled anywhere in "racial



*Hawaiian girls drinking the milk from fresh, young coconuts, on the beach at Waikiki.*

mixture" . . . all may be studied during the most colorful time of the year . . . when the night-blooming cereus, the royal poinciana, the golden and rainbow shower trees, and thousands of varieties of hibiscus are all at their best . . . truly ideal conditions.

There are excellent hotels and housing facilities . . . recreational variety including swimming, golfing, tennis, horseback riding and also excellent deep-sea fishing.

**O**NE doesn't begin, however, to know the islands until one has been to a luau (native feast) where Hawaiian music is sung, and the old Hawaiian mele are chanted . . . and the hulas danced spontaneously . . . until everyone has interpreted the spirit of fun and good fel-



*Hawaiian children on their way to school. There are over 85,000 students attending schools in the Hawaiian Islands.*



lowship . . . where gaily-colored holokus are worn and everyone wears a flower lei.

Winona Dyer of the Washington junior high school, Honolulu, writing under the caption of "Joining the throng Hawaii-bound," sums up where to go and what to see in a most attractive fashion:

"For those who wish to take facts with their atmosphere, there is the Academy of Arts, Archives of Hawaii, Iolani Palace, the Aquarium, Bishop Museum and the Queen Emma's Home, where one may view rare and notable collections.

"From the famous Pali (voted by globe-trotters to be the world's finest panorama), where in 1795, the warriors of Oahu hurled themselves over the precipice to escape Kamehameha the Great . . . to Diamond Head (Uncle Sam's volcano fortress), on to the Coral Gardens at Haleiwa and Kaneohe, Hanauma Bay, Moanalua Gardens, Koko Head, the Blow Hole, Punch Bowl, Kapiolani Park and historic



A Hawaiian Playday. Young Hawaiian women and girl students, in the holiday garb which they wear during island festivals and pageants.

Thomas Square, there is indeed unique scenery.

"Pineapple fields and pineapple canneries; cane fields and sugar refineries . . . rice paddies sprinkled here and there . . . taro patches there and here. Stores with the latest modes and chop suey cafes and foreign bazaars offering wares steeped with the lure of far-away lands."

Then by plane or boat it is just a hop to the various islands that will give the complete Hawaiian picture . . . each island varied and interesting and nicely briefed by Miss Dyer:

"Kauai, the Garden Island, most colorful of all with its awesome grandeur of Waimea Canyon, the Grand Canyon of Hawaii, reflecting its brilliant colors; the beautiful canyons of Olokele and Hanapepe; the Barking Sands, the Spouting Horn; the Caves of Haena; the glistening beach and verdant valley of Hanalei.

"Hawaii, the Big Island, has its full share of wonders. The Kilauea National Park with the firepit of Halemaumau (House of Fire) is an inspiring sight. Lava-tubes, tree-molds and fern jungles! Then there is the city of refuge and the monument to Captain James Cook, discoverer of the islands. Coffee and tobacco plantations and a 300,000-acre stock ranch.

"Maui, the Valley Island, offers Hale-a-ka-la, the largest inactive crater, called House of the Sun, this side of the moon; Iao Valley, and its towering needle; tropical foliage and waterfalls; acres of grazing land and Hawaiian cowboys."

Outstanding men in attendance at the Regional Conference to date, include Dr. Will John Cooper, Commissioner of Education, Washington, D. C.; Dr. Paul Monroe, president of the World Federation, and Dr. Augustus O. Thomas, former president of the World Federation, now secretary general, with offices in Washington, D. C.

If you are interested in color, tropic vegetation, delicious food, a climate which smiles, real hospitality, the races of man in our relationship to the East, in a



Hawaiian young lady dressed in ancient attire,—tapa cloth garment, Ki-leaf sandals, job's-tears necklaces.



Mr. and Mrs. Mainland Teacher, honeymooning and motoring under the cocopalms of windward Oahu. Mango trees in the background.

rare laboratory of social and economic problems, in progressive education under unusual surroundings and in the most unique part of the United States, come with us to Honolulu and discuss world problems with our Pacific neighbors.

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## Anglo-American Music Conference

CALIFORNIA was well represented at the recent Anglo-American Music Educators Conference held in Lausanne, Switzerland. Charles M. Dennis, dean of music of the College of the Pacific; Mrs. Annie Marie Clark-Ostrander, dean of music, State College, Arcata; Minerva Hall, director of music, and Gladys Stocking, assistant supervisor, Long Beach city schools; Mrs. Emma M. Bartlett, supervisor of music, Compton city schools; Marguerite McKenzie, head of music department, San Bernardino high school; and ten others.

The California group was the largest of the state delegations. Mrs. Bartlett, representing the California-Western school music conference and the California state music teachers association, was chairman of the California delegation, and also one of the official hostesses of the conference.

Every dominion of the British empire was represented, the British isles sending the largest

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665 Fifth Ave., N. Y. C. Write for Booklet T

of the British delegations. The British delegates were quite frankly anxious to meet the Americans, so the hostesses were kept active arranging introductions with such satisfaction to all that this department was one of the most successful of the conference.

The future scope of the conference will be greatly enlarged. It was decided to make the next biennial an international event instead of just Anglo-American. The proceedings, however, will be conducted in English.

Section meetings will be held in the language chosen by each group, but their findings and reports will be presented in English to the larger group. This new venture will greatly improve the scope of music and music appreciation as each nationality will have much to contribute.

*Why not plan your European trip to include the 1932 international music educators conference and add an interesting and refreshing experience to your 1932 European itinerary.*



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Here is your opportunity to visit the most discussed country in the world. Particularly interesting are the new theatres, operas, ballets; the Byzantine art and quaint folk ways. The cost is moderate; ten to twenty dollars a day covers every expense. You go wherever you please, see whatever you want to see, alone or with a group. Your camera and your notebook are welcome everywhere in Soviet Russia. Fifteen interesting itineraries to choose from—or, plan your trip in your own way. Special tours of unusual interest: *Arctic* ice-breaker cruise; de luxe express to *Turkestan*; tour to grand opening of *Dnieprostroy Dam*; Industrial Tours; Round the World in Sixty Days via the Trans-Siberian Express.

Write for General Booklet SE2, INTOURIST, Inc., 756 S. Broadway, Los Angeles. 30 W. Washington St., Chicago. 261 Fifth Ave., New York. Or see your travel agent.

# Travel in Soviet RUSSIA

## Go to Russia!

*Our advertising columns carry announcements of tours to Soviet Russia. It is appropriate that a few words be said about that interesting country. Captain R. W. Hadden, Pacific Coast manager of Intourist, Inc., has sent the following article:*

**P**ROBABLY no country in the world is more discussed in the daily press and magazines than is Soviet Russia.

Over 6000 Americans visited the Soviet Union in 1931 under the auspices of Intourist, the state travel bureau of the Union of Soviet Socialist Republics.

Many of these visitors were Californians. The Los Angeles office of Intourist has on file most interesting letters from those who have visited the Soviet Union. These letters bear witness to the fact that one may travel with great safety in the Soviet Union.

The 1932 summer tour arranged by Intourist for Clark-Son enables those who participate to visit Leningrad, Moscow and Kiev (which is the mother of Russian cities). From Kiev they sail down the Dnieper River to Dnieper-trovsk, where they will be taken in automobiles to view the great dam at Dnieprostroy.

They again join the boat at Zaparozhia to Kher-son, from which point they reach Odessa by steamer. After two or three days spent in Odessa they take the train for Vienna.

This tour covers the most important cities in European Russia and affords the traveler an opportunity of familiarizing himself with the greatest experiment in all human history, which is the only proper definition that can be given to the Soviet movement.

## SEE SOVIET RUSSIA

with Clark-Son Tours arranged by Intourist, the Soviet State Travel Bureau. This interesting tour starts June 24 and includes Leningrad, Moscow, Dnieper River, Kiev, Odessa, also Vienna, Dresden, Berlin, Paris and London.

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Here is a nation of 160 million people, the great majority of whom have hitherto lived in darkness, being transformed from a nation of ignorant, superstitious peasants into a nation of industrialists; a people whose masses have hitherto been unable to even read or write, receiving a first-class education in schools which have no superior anywhere in the world.

In the days of the Czar over 80% of the people of Russia were illiterate, whereas, today over 80% of them can read and write. In another year there will be no Russian unable to read and write.

The difficulties of such a wonderful undertaking can best be understood by the statement that there are over 100 different nationalities in the Soviet Union, speaking over 170 different languages.

*The Soviet government believes that the future of Russia centers in her children. In no other country in the world will one find so much being done for mothers and youth as in Russia.*

Opportunity is given to tourists to visit the schools and educational institutions in Russia. In addition they are given opportunity to visit the wonderful museums and picture-galleries in the various cities.

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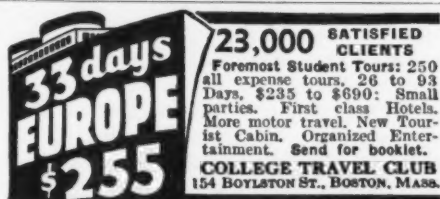
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## How to Become an Air-Mail Pilot

THEOPHILUS LEE, JR., *General Manager,  
Boeing School of Aeronautics, Oakland Airport*



T. Lee, Jr.

**W**ITH the increasing public interest in the air-mail, it is natural to inquire what it means to be an air-mail pilot.

Just as pony express riders were hand-picked men, hardened in the school of experience, so are air-mail pilots men of superior physical and mental qualifications, with outstanding experience in their chosen vocation.

The Boeing system which operates under air-mail contract No. 8 on the Pacific coast, flying from Seattle to San Diego, and under air-mail contract No. 18 flies the mail from San Francisco to Chicago, has established the Boeing School of Aeronautics at Oakland municipal airport as the sole training division in its system. It is to this school that carefully-selected young men go to obtain their training as mechanics or pilots in this new industry.

The student pilot must first pass an exacting

physical examination, given by a physician approved by the department of commerce of the United States government. However, the Boeing school does not accept this examination as final and requires that the student-pilot pass a monthly physical-examination, even more strict than that required by the government.

Physical condition has its direct influence on the pilot's ability to fly. Such a small and popular ailment as a head cold is sufficient to put a pilot on the sick list.

### Superb Physical Condition Is Imperative

An air-mail pilot on the transcontinental run landed his plane at the end of his run in an erratic manner, a performance not characteristic of air-mail pilots. As mechanics rushed up to him, they found that he staggered in a manner that might indicate that he had indulged in a tardy New Year's Eve celebration.

On examination, it was found that he had been suffering from a head cold and that the infection from this cold had been carried to his middle ear, resulting in a disturbance in his centers of balance, and that he had only been able to fly his plane by placing full confidence in his instruments.

Many young men, enthused by the achievements of Lindbergh, Byrd, Kingsford-Smith, and others, have had the impression that aviation offers a short cut to fame and fortune. In the last two years these young men have been brought to realize that most intensive training in the lecture-room and laboratory, as well as in the air, is required of the modern air-mail pilot.

The Boeing school requires at least a high school education of its students. It is interesting to note that 44% of its enrollment is represented by young men who have had from one to six years in college. In the ground work of a pilot which is offered by the Boeing school and which is comparable to an intensive year of college engineering, he studies such subjects as



The air-mail pilot is highly selected



C. E. Johnson, Vice-President, Pacific Air Transport, talking with pilots in air, using radio telephone.

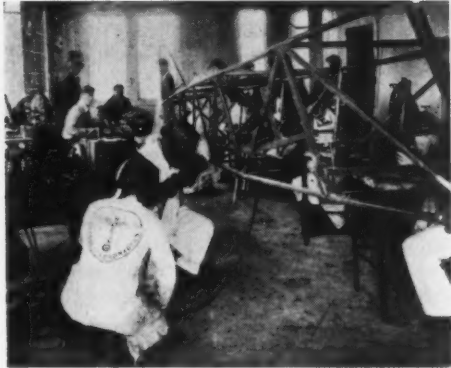
higher mathematics, aerodynamics, engines, and airplanes, as basic to his profession.

The student-pilot devotes a large portion of his ground-training to such subjects specific to his calling as aviation (the new science of charting a course through the air), meteorology, and radio. In this connection an air-mail pilot can well be compared to the captain of a sea-going vessel in the demands of his vocation.

The department of commerce requires at least 200 hours in the air of the student-pilot who desires to be examined for a transport pilot license. This means that the student-pilot must have spent the equivalent of nearly nine days and nights in the air in his training flying, just to obtain the technique of flying, before he is eligible for examination.

In the Boeing school, during this course of training, at regular intervals the student must pass precision tests with an average grade of 80 out of a possible perfect score of 96. These tests are taken before three pilot-instructors and require among other things that a student visualize certain obstacles which he must clear, at the same time landing within specific distances of definite marks.

**O**N completing this course successfully and going through the ordeal of an examination for the transport-pilot license, then, you ask, is the new transport-pilot eligible for a position on the air-mail lines? United Air Lines have accepted Boeing master-pilot graduates



Student welding class at the Boeing School.

with transport licenses as co-pilots, or assistant pilots, on their large tri-motored mail and passenger planes which fly between San Francisco and Chicago, and between Seattle and San Diego.

A co-pilot is an assistant pilot who is serving his apprenticeship under a more experienced pilot, obtaining that invaluable experience under actual flying conditions that can be received in no other way. Just as the student looks to his master's and doctor's degree as evidence of more advanced training, so the co-pilot considers his log book, which is a carefully certified record of his increasing hours of flying experience.

When a co-pilot has accumulated from 1000 to 1500 hours of such flying experience and has developed no evidences of erratic performances or poor judgment, he can begin to consider himself as entering the enviable company of more experienced pilots, many of whom today have from 5000 to 10,000 hours in the air.

E. Hamilton Lee, who is probably the rank-



The landing gear of the famous Boeing tri-motor mail and passenger plane weighs  $8\frac{3}{4}$  tons.

ing air-mail pilot in America, and who flies the Omaha to Chicago run of United Air Lines, has over 10,000 flying hours to his credit. Figured in distances, this means that Mr. Lee is on his third round-trip to the moon.

Considered in time and compared to earlier methods of transportation, this means that Mr. Lee's great-great-grandfather, traveling in a stage-coach every day including Sundays and Leap Year days for 114 years, would barely achieve such a record of travel as that accomplished by his great-great-grandson in four-hour trips two out of every three days.

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C. S. Weaver, county superintendent of schools, reports all high schools in Merced county are 100% in C. T. A. memberships as follows:

	Teachers
Dos Palos .....	15
Gustine .....	10
Hilmar .....	10
Le Grand .....	9
Merced .....	32
Livingston .....	16
West Side .....	16

Of the larger elementary schools the following are 100% in C. T. A. memberships:


	Teachers
Dos Palos .....	12
Livingston .....	15

**National Association of Penmanship Teachers and Supervisors** will hold their annual convention April 20, 21, 22, at Rochester, New York. Membership in this organization is \$1.00 per year for teachers, principals, and superintendents. Supervisors membership is \$2.00. In each case, membership entitles the holder to the annual yearbook.

Send dues to **A. M. Wonnell**, national treasurer, 3567 Erie Avenue, Cincinnati, Ohio, or to **Mrs. Leta Severance Hiles**, state membership chairman, Cooper Arms, Long Beach.

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## Fisherman's Wharf---A California Romantic High Spot

EVELYN BERGER, *San Francisco*; Photos, *Californians, Inc.*



"Nice fresh crabs to take home, lady?"

A FASCINATING tour of inspection, with a practical educational summary, is now available for California school children accompanied by their teachers. The scene is the romantic water-front nook, Fisherman's Wharf, San Francisco.

Andrew Thompson, state wharfinger in charge of the wharf, and enthusiastic concerning the educational advantages of tours to places of industrial interest, is ready at all times to make arrangements for visits by school groups.

Fisherman's Wharf is a famous industrial center and is one of California's romantic high-spots in the marine world. From all corners of the globe travellers, when in California, head to Fisherman's Wharf, to enjoy the intermingling of old and new world customs and scenes.

As you step from the Powell Street cable-car, at the end of the line, there unfolds vistas of land and sea-scapes which are in every respect unusual. Here is practically a corner

of the old world, where men and boys, women and children, speak in a strange tongue.

Italy (whose ancient mariners have given the world art, architecture, and music-loving people) has sent hundreds of hardy fishermen to Fisherman's Wharf—men who face death and hardship every day in their struggle with the sea. These men supply the California population with crabs, shrimps, mackerel, cod, herring and all sorts of sea goodies too numerous to mention.

EVERY afternoon, between two and four, weather permitting, vessels known as lumpardo or sardine-boats, sail from the wharf, returning the following morning. These are large boats, manned by crews of 10 to 14 men. The crab fishermen, using small boats, sail for the deep seas, often going as far out as 25 miles from the Head.

Along the edges of the wharf, other amphibious folk, more inclined to live on land than on the water, have erected tiny shops where fresh boiled crabs and shrimps are offered for



From Fisherman's Wharf several hundred little vessels put out to sea each day for the catch.

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sale. At others, deliciously fresh sea food cocktails are made up and are eagerly enjoyed by visitors who like their sea-food with the waterfront atmosphere.

In odd nooks and corners, the wharf provides convenient spots where countless artists come to sketch and paint. Many a masterpiece has had as its motif the glamorous atmosphere of the wharf.

Aside from its romantic aspects, Fisherman's Wharf is an important spot in the commercial fish industry of California. This industry is one of the most important in the state. Over \$90,000,000 worth of fish and other sea food was caught in California last year.

**R**EALIZING the importance of proper education for the folks living around the wharf, the San Francisco school board is taking particular interest not only in the educational opportunities of the children, but in the grown folks as well.

Already a somewhat informal school-room has been devised in the Crab Fishermen's Protective Association building. No set hours are provided. The students may come and go as time permits. They do come because they are eager to learn. They are taught the fundamentals of English, American history, and citizenship. Plans are now under way to instruct in navigation, nautical engineering, fish marketing

and kindred subjects. Recently a small library has been started.

The state harbor commission and civic officials are making plans for a park and playground opposite Fishermen's Lagoon.

Now, as spring is approaching, the wharf finds itself in one of the most enjoyable seasons. Of afternoons, it is a bright and interesting spot.

**A**ND it extends a most cordial invitation to teachers and children to pay a visit. Mr. Thompson said: "Fishermen's Wharf is one of the most interesting spots in the world. Here romance and business blend and intermingle. We want every school child in California to know the wharf and to enjoy it at least one afternoon this spring. If teachers who are interested will telephone me, we can always arrange a convenient time for their visit. There is plenty of time any afternoon after school."

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## George Washington

**S**cott, Foresman and Company, 623 South Wabash, Chicago, have brought out a particularly noteworthy book concerning George Washington, by Thora Thorsmark. It is planned for the general reader, student of history, and teacher.

This volume is issued during the bicentennial of Washington's birthday to present a phase of his life that is often overshadowed by his brilliant military achievements. It pictures the qualities that made Washington the outstanding figure in a generation of great men. Intended originally for the general reader, it will prove popular in history and English classrooms because of the charming manner in which it presents a body of important historical facts.

*Illustrated, 293 pages, bound in blue cloth with Washington's bookplate embossed in gold on the cover; 80c list; paper bound 52c list price. Usual discount on quantities.*

Illustrations from *GEORGE WASHINGTON* by Thora Thorsmark. ©Scott, Foresman & Co.



From a painting by Howard Pyle

WASHINGTON AND HIS MOTHER AT THE BALL



Courtesy Chicago Historical Society

WASHINGTON AND LAFAYETTE AT VALLEY FORGE

## Washington in February

BELMONT FARLEY, *Washington, D. C.*

**A**N important feature of the National Education Association convention program February 20-25, at Washington, D. C., is the honor paid to George Washington on the 200th anniversary of his birth. In paying homage at this appropriate time, superintendents help awaken in the American people a new devotion to the ideals of their first great statesman—ideals of courage and faith in the future of America which guided the ship of state through an even more troublous sea than it now sails.

**Washington's faith in education** is manifested in the now outgrown academy which he founded and to the support of which he contributed in his home town, Alexandria. His reverence for the holy and good rests like a benediction over the pew in which he regularly sat in Old Christ Church on Sundays.

His belief in human brotherhood is attested by his service in the Alexandria Masonic Lodge, where one may still see the chair in which he sat and the vestments he wore as he led the ritual. His joy in living is woven into a hundred stories of the gay parties he gave in his country home, where is still preserved the harpsichord which struck the notes for many a minuet.

Citizen, soldier, farmer, scholar, statesman,—George Washington typifies the dynamic far-seeing patriots who were our nation's pioneers. He was the leader of them all. He was one of the most versatile of men. Fierce and ruggedly masculine on the field of battle, he was the most rigid observer of social punctilio in the gentlest circles.

Adventurous, never balked by hardship, he enjoyed one of the most comfortably luxurious homes in all the colonies. Lover of outdoor life, he owned and used a remarkable library and was fond of writing. Extremely human, a rare genius, his memory is enshrined forever in the hearts of the American people. The emphasis which the leading educators of the nation will place upon his high character will have its effect in every school and community which is striving to rebuild the morals of a depressed people.

Pilgrimages to places especially sacred to George Washington and other national leaders feature the first day of the convention. Under the leadership of President Edwin C. Broome, superintendents visit the Washington Monument, Sunday afternoon, February 21.

Herbert S. Weet, superintendent of schools,

Rochester, New York, leads the delegation which visits Old Christ Church at Alexandria.

A delegation to the Tomb of the Unknown Soldier at Arlington is headed by Norman R. Crozier, superintendent of schools, Dallas, Texas, and first vice-president of the Department of Superintendence.

Those who select the Lincoln Memorial for their pilgrimage are led by George C. Bush, superintendent of schools, South Pasadena, California.

At the hour of George Washington's birth, 10:15 o'clock, Monday, February 22, members in general session assembled in Constitution Hall arise and give the pledge of allegiance to the Flag, and sing *America*.

A high spot of the Monday afternoon program is a pilgrimage to Mount Vernon where President Broome places a wreath upon the tomb of George Washington, and Florence Hale, president of the National Education Association, pays the same tribute at Martha Washington's tomb. Special ceremonies are held on the colonial porch of the mansion.

Other recognition of the 200th anniversary of Washington's birth includes a historic pageant presented Thursday night under the auspices of the George Washington Bicentennial Commission.



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# SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

JOSEPH MARR GWINN.....President

ROY W. CLOUD.....State Executive Secretary

VAUGHAN MACCAUGHEY, Editor

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No. 2

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**T**HE Board of Directors of the California Teachers Association comprises the following: Dr. Joseph Marr Gwinn, superintendent of schools, San Francisco, *President*; Paul E. Stewart, city superintendent of schools, Santa Barbara, *Vice-President*; Robert L. Bird, county superintendent of schools, San Luis Obispo; George C. Bush, superintendent of schools, South Pasadena; Ed. I. Cook, dean, Sacramento Junior College; Clarence W. Edwards, county superintendent of schools, Fresno; W. E. Givens, superintendent of schools, Oakland; Roy Good, district superintendent of schools, Fort Bragg; Mrs. Eugenia West Jones, kindergarten teacher, Los Angeles.

## New C. T. A. Section Leaders: 1932



**Beulah B. Coward**  
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Southern Section



**H. O. Dyck**  
Vice-President  
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**Estelle A. Unger**  
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Bay Section



**Edgar E. Muller**  
Vice-President  
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**J. R. Croad**  
President  
Northern Section



**Mrs. Portia F. Moss**  
Secretary  
Northern Section



**Ray R. Wilson**  
President  
North Coast Section



**M. C. Taylor**  
President  
Central Section

---

**I**MPORTANT resolutions, upon current and pressing educational problems,—  
resolutions passed at recent C. T. A. Section conventions throughout the State,  
—are given in digest elsewhere in this issue, and are worthy of careful reading and  
study by every teacher in California.—Ed.

# SIERRA EDUCATIONAL NEWS

FEBRUARY

1932



Volume XXVI

Number 2

## The Empty Lunch Bucket

EVELYN BACIGALUPI, *Jackson*

**W**HAT are we as teachers doing about the empty lunch bucket, that tin pail carried to and from school in order that the proud, small student might give the impression of having a lunch?

*Are we investigating the children who sit off in corners by themselves during the lunch hour? Are we seeing whether or not those little pails are opened? Are we interested enough in the young lives intrusted to our care to help these children?*

The plight of the empty lunch basket is so wide-spread that magazines have published pitiful, heart-rending stories about it. We read the stories, comment on how well they are written, how sorry we are for the children, and, perhaps, even shed a few tears. But what are we doing about it? The majority of us will have to admit that we have done nothing, we merely pity them and let it go at that.

### The Teacher With Loving Vision

There is one teacher who has proven herself a real philanthropist. This woman teaches in a small school in one of our mountain counties. She has in her charge several young foreign children. She loves her work and her children.

This teacher noticed several of these "corner huggers" and investigated the situation. She

found that these children had been carrying empty pails back and forth for several weeks . . . besides, several came to school minus their breakfasts.

Instead of making the situation public, she organized a hot lunch idea. The youngsters gather acorns and nuts which they sell. They use the money so derived to help finance these daily lunches. Every child participates in this lunch as does the teacher. The children who could afford to bring fancy desserts agreed to bring the plainest of food so that the poorer children wouldn't feel ashamed of eating a free lunch.

### This Teacher Is a Godsend

This woman is not merely a teacher, but a godsend to her community. She is doing the Lord's work, and looks not for appreciation and repayment. She loves her children and she helps them. Time was when they eagerly brought her shiny red apples or the first peach on the tree. Now is her turn to help them and she is not flinching.

Can't we try to follow the beautiful example set by this teacher a bit? We can at least investigate the empty lunch pail. Sacrifice some of our own salary if we have to in order to help these tots.

"Cast your bread upon the waters," but don't look for returns. It should be enough to know that we will be keeping some child from starving.

## Important C. T. A. Section Resolutions

**S**OUTHERN Section California Teachers Association at its recent annual meeting adopted resolutions, which may be stated in digest as follows:

1. Recommending firm adherence to and support for present **standards of public education**, to the end that California children shall receive the advantages and privileges which are rightfully theirs, and to the further end that the ideals of American democracy shall be maintained.

2. Urging that study be given to **taxation**, in order that a sufficient income may be given to the schools, without unduly burdening the tax-payers. New forms of taxation should be enacted to relieve the home-owner, the small businessman, and the farmer, of part of their tax burdens.

3. Commending the State Council of Education and the Directors of California Teachers Association, for their studies of school finance and taxation and for their work with other state organizations studying **new sources of revenue**.

4. Thanking school organizations and teachers generally who have so generously responded to appeals for help to assist their less fortunate unemployed associates.

5. Continued studies should be made of all education matters requiring legislative action.

6. So long as such **vast sums are spent** in California for amusement, for luxuries and for non-essentials, we should endeavor, as teachers, to maintain continued activity for a high standard of educational privileges for California children.

7. Teachers should become as largely as possible a real part in the body politic and, as citizens of this commonwealth, exert their influence for the welfare and up-building of every community.

### A National Department of Education

8. Congress should be urged to establish a Department of Education, with a representative in the President's Cabinet.

9. Recommending that the schools make every effort possible, through their courses of study, and their support of all organizations interested in **world peace**, to bring about the development of **world friendship**, to the end that

war as an instrument of national policy be outlawed from the world.

10. Urging celebration of the bicentennial of Washington's birth.

### Ratify the World Court Protocols

11. Recommending ratification of the three World Court protocols now in the hands of the Senate relations committee.

12. Endorsing the work of the **Bureau of Welfare** of the Southern Section; urging teachers to support this worthy cause, so that it may be properly financed to carry forward its great work.

13. Thanks and appreciation of all who made the meetings so successful, interesting and valuable.

The Committee comprised **Albert F. Vandegrift**, Chairman, Sadie E. Hanna and Margaret Purdum.

### Central Section

**C**ENTRAL SECTION C. T. A. at its December meeting adopted resolutions, which are digested as follows:

1. Believing in education as the largest and most important activity of our people, and recognizing a spirit of doubt and confusion regarding the educational process, that seems to have developed in recent years, especially during the present economic crisis, **we declare anew our faith** and adherence to the cause to which we are devoting our lives. We call upon our fellow-citizens to consider with us certain issues involved in the problems of our public school system.

2. We are engaged in a work that is cherished as fundamental to life by the people of the nation.

3. We pledge our best endeavor to uphold the standards of public education.

4. Elementary ideas of **business and economics** should be woven into our courses in both elementary and secondary schools, as well as into teachers training courses.

5. Urging the training of youth and adults with respect for the laws and the Constitution of the United States.

6. Urging instruction against intoxication and narcotics.

7. Recommending that an **income tax** be laid, and if necessary an inheritance tax and a luxury



tax, to help to equalize the taxation burdens of the public schools.

8. Calling attention to the vast amounts spent in California for **non-essentials** and warning against curtailment of education.

9. Asking that as few school measures as possible be presented to the California legislature at its next session, in order to demonstrate that we desire only a normal continuance of existing school standards under present economic conditions.

10. Recommending that all teachers and principals keep an itemized record of all **contributions for relief** disbursed by them and their schools. The teachers of the state, because of the fact that they have received and disbursed regularly their stated monthly incomes, have greatly assisted in maintaining economic conditions in most of the communities of California.

11. Opposing further extension of state printing of school books.

12. Thanking all who contributed to the success of the meetings.

The Committee comprised: **Cree T. Work**, Chairman, principal Central union high school; **Ida C. Moodey**, Fresno; **C. E. Denham**, Kings county; **Harry T. Farnham**, Kern county; **DeWitt Montgomery**, Tulare county; **Mrs. Alice Pitman**, Madera county; and **L. J. Spindt**, Merced county.

### Central Coast Section

**C**ENTRAL COAST SECTION C. T. A. at its San Luis Obispo convention, passed resolutions, which may be condensed as follows:

1,2. Thanking all who helped to make the convention so conspicuously successful.

3. Recommending that next year there be a section for the study of special problems and methods of **primary grade teachers**.

4. Recommending to California Teachers Association, or State Department of Education, or both, a careful study of the whole **radio broadcast situation**, with a view to determining the value and feasibility of the establishment of an educational radio broadcast in California under professionally educational auspices and without the limitations of advertising support.

5. With reference to **teacher unemployment** suggestions:

a. That all employed teachers consider the teacher unemployment situation in budgeting their benevolences;

b. That teacher-training institutions exercise the greatest care in the selection of candidates for the teaching profession;

c. That employing officers be urged, in selection of candidates for positions, to give first choice, other things being equal, to applicants not engaged in other occupations than teaching, and not entering California from other states;

d. That a loan fund be established for the benefit of the most necessitous.

6. Recommending that only such educational measures be proposed to the next legislature as can command the united support of all educational forces. To this end we suggest that educational proposals for legislation be submitted in advance to the appropriate committees of California Teachers Association, Superintendents convention, Principals convention, and State Department, and that such proposals be limited to matters of pressing urgency.

7. Since there is no other single means so potent in disseminating professional information, in developing professional solidarity, and in leading to united action on educational problems as **the gathering of large groups** such as this to discuss matters of common interest, we emphatically re-affirm our support of the principle of California Teachers Association gatherings in large sections, and particularly of this Central Coast Section, and congratulate our officers on their success in voicing and representing our various interests.

8. Believing in education as the **most preeminently worthwhile business of the American people**, and since present economic conditions and unrest tend to obscure real values and cause questioning of long-continued educational practices, therefore, be it resolved:

**First:** That we as teachers shall use every means to acquaint our local public with our standards, with our problems, with our methods, and with the achievements of the schools.

**Second:** That we, as teachers, shall give utmost encouragement to such co-operative agencies as the parent-teacher association, service clubs, public press, etc., by giving them information, by participating in their activities through membership and attendance, by presenting their representatives as speakers and visitors to assemblies and instruction groups, and by all other appropriate means.

**Third:** That we exert every effort to uphold educational standards to the ends that the boys and girls of California shall continue to receive the advantages and privileges that are rightfully theirs and that in these trying times the ideals of American democracy shall be maintained without impairment.

**Fourth:** We urgently recommend the systematic co-operation of all elements of the educational system in making the adjustments necessary for economy, but invite attention to the fact that reduction of salaries should be the last expedient invoked because such reduction in-

evitably involves a distressing lowering of educational standards.

**Fifth:** In view of the disproportionately large expenditures within our State for amusement, for luxuries, and for other non-essentials, we call upon teachers and other workers for the welfare of the children of the State to endeavor to counteract the activities of those who would in any way lessen the safeguards of democracy by curtailing educational opportunity.

9. Calls attention to the fact that present methods of **financing public education** in California impose a heavy and disproportionate burden for school support upon the homeowner, the small businessman and the farmer; the share assumed by the State for the support of the public schools is already much too small and is constantly growing smaller, serious inequities in both educational opportunity for the children of various parts of the State and in financial responsibility for school support are manifestly chargeable to these present methods.

We urge upon the citizens and taxpayers of California the giving of continuous study to the whole question of taxation until forms of deriving revenue shall be developed to yield income to the schools without unduly or unequally loading taxpayers. We commend the State Council of Education and the Directors of California Teachers Association for their studies of school finance and taxation and for their joint efforts with the California Farm Bureau Federation, the California Real Estate Association, and other bodies, to find and study new and equitable sources of revenue.

10. Thanking President Hoover for his appointment of a Commission to study educational affairs and bespeaking for the school systems of our country a greater need of national recognition and the manifestation of a **greater active and organic interest in them by the national government.**

The Committee comprised—**J. R. McKillop**, Chairman, Mrs. Frances Judkins, Clarence Burrell, Albert K. Livingston, Luella Hall, E. E. Esdon, Mrs. Josephine Tyler, Mrs. Mary A. Wood, Mrs. Dorothy Slaven, Mrs. Rosemarie C. Power, and H. A. Stromberg.

**The educational movement in Poland** is having a steady growth. Educational publications are rapidly increasing in number and experiments are being multiplied. The Educational Institute of Katowice (Silesia), founded in 1928, is an important center of scientific education.

## Bay Section

**B**AY SECTION, C. T. A., at its Oakland Convention, unanimously adopted Resolutions, which are briefed as follows:

1. Thanking the officers and all who worked so faithfully and generously toward the high level of success of the meetings.
2. We, as teachers, shall endeavor to uphold the standards of public education to the end that the ideals of American democracy shall be maintained.
3. Commending the C. T. A. for its studies of school finance and taxation and its work with other State bodies studying new sources of revenue.
4. Hoping that greater active interest in the school systems of the nation may be manifested upon the part of the national government.
5. Urging that teachers as tax-payers of this commonwealth exert their influence for the welfare and up-building of every community.
6. Urging observance of the 200th anniversary of the birth of George Washington.
7. Urging the promotion of **world friendship** by building up in the consciousness of the children the ideals of world citizenship.
8. Urging all teachers to emphasize the **evil effects of alcohol, tobacco and other narcotics** upon the human organism, re-affirming its stand in favor of the 18th Amendment, urging an active educational campaign in the schools in behalf of habits of living for which the 18th Amendment stands.

The committee chairman was E. Dixon Bristow.

\* \* \*

## Central Coast Principal

**California Elementary Principals Association, Central Coast Section**, has the following officers: Carroll Atkinson, San Luis Obispo, president; Edith Fikes, Santa Cruz, vice-president; Erma Pivetti, Hollister, secretary-treasurer; M. T. Joseph, Monterey, chairman of the program committee. The executive committee appointed includes Grace Widemann, Gonzales, for Monterey county; Raymond L. Salmon, San Juan Bautista, for San Benito county; Glen Speck, Paso Robles, for San Luis Obispo county; E. E. Esdon, Santa Cruz, for Santa Cruz county. Joseph D'Anna of Watsonville is again the director of research and O. W. Bardarson of Carmel is the yearbook representative.

The section publishes a monthly paper "**Central Coast Principal**" containing news items, brief reports of elementary school research, brief accounts of successful school practices and general editorials.

# Hearing of Charges against Permanent Employees

ALFRED E. LENTZ, C. T. A. Legal Advisor

**P**ROCEDURE relating to the dismissal of a permanent employee of a school district through the filing of charges against him and the hearing or trial before the governing board of the school district of such charges is set forth in considerable detail in School Code sections 5.650 to 5.663.

Section 5.658 in particular, provides that the governing board shall prescribe reasonable rules and regulations for the conduct of the hearing and it is the purpose of this article to discuss this particular provision.

It is apparent, of course, that in prescribing such rules and regulations for the conduct of the hearing that the board does not have unlimited power. The power of the board is curbed, **first**, because the rules and regulations must not be in conflict with any of the provisions of law governing the conduct of the hearing, and, **second**, because the rules and regulations must be reasonable.

The School Code sections referred to above specifically prescribe to some extent the manner in which the hearing shall be conducted. Thus:

1. The employee against whom the charges have been filed, the person filing the charges and the governing board of the district have the right to be represented by counsel, to present testimony and evidence, to call witnesses and to examine and cross-examine such witnesses.
2. The governing board is empowered to subpoena all witnesses and to compel them to attend the hearing and testify.
3. No witness may testify at the hearing except upon oath or affirmation.
4. No testimony or evidence may be given if it relates to matters occurring more than three years prior to the date of the charges.
5. The governing board must select a person, who need not be a member of the board, to preside at the hearing.
6. The governing board must employ a reporter to make a literal record of the proceedings of the hearing, who must furnish the person filing the charges and the board each one copy of his record and, upon demand, furnish the employee heard eight copies. Each copy must be certified by the reporter as correct.
7. The hearing must be conducted with due diligence.
8. No employee may be dismissed except

upon the affirmative vote of a majority of the board.

9. No member of the board may vote who has not been present during the entire hearing.

10. The vote of the board must be announced publicly within ten days after the conclusion of the hearing.

11. Where an employee is dismissed for immorality, the board must request the county board of education which issued any certificate under which the employee was serving at the time of his dismissal, to revoke such certificate if the employee is not reinstated in his position.

That part of the procedure to be had during the hearing of charges against an employee, which have been enumerated, cannot be changed or modified in any way by the governing board conducting the hearing for the reason that, having been prescribed by the School Code, it cannot be modified or changed. The governing board may, however, in prescribing rules and regulations for the conduct of the hearing, prescribe such of the procedure to be followed as is not in conflict with the law.

**T**HE School Code has, however, provided such detailed regulations of the procedure that there is but little territory which may be covered by any rules and regulations of the governing board except insofar as the admission of evidence and testimony is concerned. The governing board may, however, in prescribing its rules and regulations, provide for the following:

1. The times and places at which the hearing will be held, provided, of course, that the hearing is commenced at the time and place fixed in the original notice of the hearing sent the employee.
2. Whether the person filing the charges or the accused person may open the hearing. The customary procedure is for the complaining party to open the case.
3. What evidence or testimony may be introduced. Ordinarily the simplest and most effective rule is that the rules of evidence as set forth in Part IV of the Code of Civil Procedure of California, shall govern in the hearing. The rule furthermore may provide that

both parties to the hearing may, by stipulation, waive or alter the rule.

4. The filing of briefs by both parties if the board deems such to be necessary. The board may determine that the filing of briefs by both parties is necessary to enable it to properly adjudicate the case.

5. The time which each party or his counsel may have for argument after the presentation of all evidence and testimony. While both parties or their counsel must be given all reasonable time for the presentation of evidence, the board may limit the time for argument to a reasonable period.

6. Whether or not the hearing is to be public. If the hearing involves a charge such as immorality and the board feels that a public hearing thereon is not in the public interest, it may properly hold the hearing behind closed doors.

**E**ACH particular hearing and the circumstances surrounding it may occasion the prescribing of other rules and regulations by the governing board. The rules and regulations here suggested are, however, the more important ones. The principal point to be borne in mind is that such rules and regulations must be reasonable and not in conflict with the law. They should not operate to deprive either party to the hearing of any rights to which he is entitled but should be such as will operate to guide the hearing along orderly, fairly and rapidly.

\* \* \*

**Mrs. Gladys Potter** of San Bernardino county has been appointed assistant chief, state division of elementary education and rural schools, and has assumed her new responsibilities in Sacramento.

Mrs. Potter is a graduate of the University of California at Los Angeles and has done extensive graduate work. She brings to the State service a varied experience as a rural school teacher, a junior high school teacher and principal of a demonstration elementary school.

For two years she served as deputy county superintendent of San Bernardino county. This administrative experience was followed by two years activity as rural supervisor in the desert area of San Bernardino county.

During the past three years Mrs. Potter has been specifically charged with the problem involved in the education of Mexican children. She has also served as assistant county superintendent to the larger elementary schools of the county.

\* \* \*

**Houghton Mifflin Company** has brought out an interesting book "*In the Days of Young Washington*" by Mary Byrd Turner; a charming story of Virginia children who were friends of the Washingtons; school edition, 92 cents.

## Commentary on Institute

PEARL I. ELLIS, *Covina*

**T**HE 1931 sessions of the California Teachers Association, Southern Section, the Los Angeles county and city institutes, offered a wealth of instruction most varied and helpful. Comments heard on every hand expressed appreciation for the directors to whom were due its very marked success.

### A Satisfying Range of Topics

Topics ranged from the curriculum problems to the moratorium; from the study of the exceptional child with an amazing intelligence quotient to the inmate of Juvenile Hall (which is not a jail for minors but a clinic, unsurpassed by none); from the cultural subjects of music, poetry, history, and the drama to the exact science of mathematics; from the distinguishing characteristics of the kindergarten child to the advantages of modern adult education; from Latin-American policies to the problems of China.

### School Dull and Life Bright

A modern Emerson brought us a bit of New England philosophy sparkling with wit and humor, in which he says, "A child may be school dull, life bright. The boy graded as **dull** has become a university president. The girl graded likewise, a prominent clubwoman." Can we then say with definite finality, "John is a **dull** boy?" Children are different.

From the midwest comes a plea for justice and the interpretation of the preamble of the Constitution of the United States with the keen analysis of a superior mind trained in the legal profession.

Our N. E. A. leader challenges us to raise the status of the teacher in the community; to make teaching a more cheerful profession, striving toward the ideal; to take the lemons that are handed to us in this life and make refreshing lemonade from them.

So we, as teachers, "contact" with educators from the east, west, north, and south. We hear the best talent our own state affords. Our program is built around the child, the "leader of tomorrow" and who will shape policies governing the destinies of unborn generations. Let us return to our classrooms consecrated to our tasks, as a great army, dedicated to the cause which trains for **universal peace and international brotherhood**.





## Radio and a Public Address System

A project carried on by the Physics Department of Tracy Union High School

KENNETH H. WESTLAKE, *Instructor in Physics*

FOR the past two years the radio club, which is directly connected with the physics department, has been working on a radio and public address system for our school. Such a sound system is not only an aid to the administrator and to the teacher but also gives our students interested in radio and electricity a real field in which to work.

The system, in brief, includes—(1) a microphone, (2) a radio, and (3) a phonograph installed in a cabinet in the principal's office. The **microphone** is of the double-button carbon type which is connected to a pre-amplifier that amplifies the microphone current before sending it to the audio amplifier, the final stage of amplification.

The **radio** consists of a tuner of the super-heterodyne type used before the amplifier.

The **phonograph** is made up of an electric turntable and an electric pickup. These units are all controlled from a panel having switches to select radio, phonograph, or microphone, with controls for the speakers in the various rooms, in the gymnasium, and in the auditorium. The units are of superior quality and of standard make.

### Radio and a Public Address System in the Classroom

It is impossible to list all the uses of such a sound system, as they are many and varied. The microphone in the principal's office enables him to address some particular class or all the classes or even the auditorium and the gymnasium.

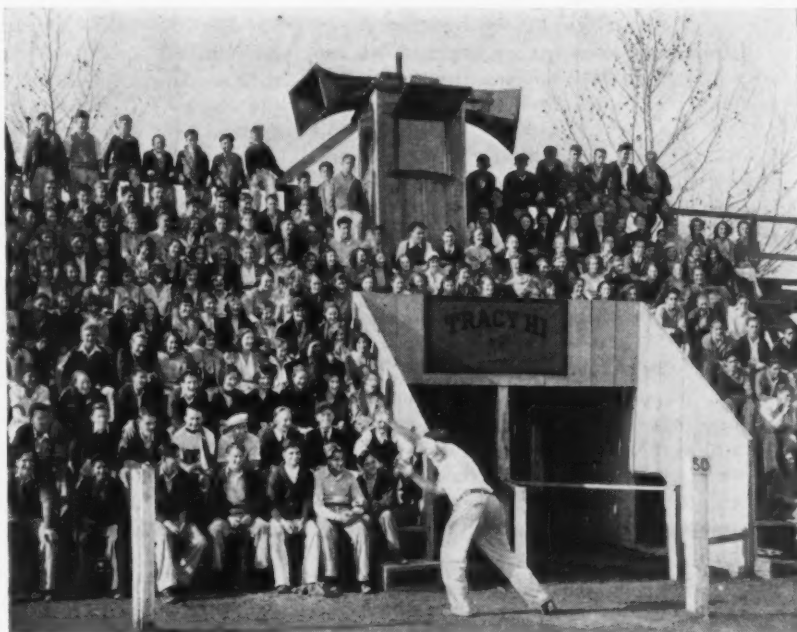
Twice each week, on Tuesdays and Thursdays, our principal makes announcements to the

home rooms without the necessity of assembling the students in the auditorium. In addition, the system can be used in conjunction with the radio to convey the message of distinguished visitors, of public officials, and of lecturers.

It is even possible to connect the telephone circuit to the system so that a business or professional man can address the students from his office downtown. The radio makes it possible to send any program to one room or to all rooms and again to the auditorium and to the gymnasium.

The number and variety of such programs is increasing due to the co-operation of national, state, and local boards of education, and of radio stations. Lectures by distinguished people, concerts by Walter Damrosch, talks by the President of the United States: these and many more can be brought to the classrooms with the radio.

The electric phonograph makes it possible to reproduce and to transmit any phonograph record. With the microphone and the electric



Here is the public address system in action on the athletic field. Note the technological booth and the two large dynamic speakers.



The public address system used in the gymnasium for high school

phonograph we have made our own records.\*

The physical education department uses records to furnish rhythmic music for calisthenics and aesthetic dancing. The agricultural department listens to market reports and talks on various phases of agriculture.

The history department hears lectures on world problems given by Dr. Tully Knoles of the College of Pacific.

The administration finds the microphone a very efficient way of conducting fire drills. Many students become accustomed to speaking over the microphone, which is a valuable training in itself.

To give all the technical details encountered in the installation of the system would take too much space; only a few can be mentioned. To wire the building was one of our hardest and longest jobs since each speaker had to be connected with two wires to the out-put panel in the office.

We bought only the chassis of the speakers, making our own baffle-boxes for the speaker units in the school wood-shop. The grills for these, simply block-prints on cloth, were designed and made by our art department. Magnetic-type speakers were used in the classrooms and dynamic-type in the auditorium and in the gymnasium.

#### On the Athletic Field

One of the most interesting uses that Tracy high school has found for such a system is that on the athletic field. By disconnecting four main plugs we can take the cabinet which holds the equipment to the field and place it in a small booth, built on top of our bleachers. This booth

\*While it is quite possible and somewhat easy to make records by this means, the quality of them in such that **speech** alone can be reproduced and then of rather poor quality. A record made by this manner on **music** is a very poor substitute for one of the commercially available records.—C. C. Langevin.

is lined with sound-proof material to deaden sounds from without and to relieve feed-back from the speakers to the microphone. On top of the booth are placed two huge horns containing powerful dynamic speakers. These horns, made in our school shop, are constructed of a

non-resonant fibre board and are patterned after those used in Kezar Stadium in San Francisco.

**A**N announcer has radio, microphone, and phonograph all under his control. He is connected by telephone to a helper on the sidelines who follows the play during foot-ball or sits at the judge's table during track and furnishes information to the announcer which he cannot readily see or hear.

Thus it is possible to give play by play reports of foot-ball games or to call track events. Names and numbers of players, results of races, and many other announcements may be made which are of interest to the bleachers.

The average student and spectator who goes to foot-ball games know very little of the technicalities of the game and are only too glad to have them explained. We have found that the enjoyment of our spectators is greatly increased by the knowledge of who is making the plays.

Our announcing system has eliminated the boy who goes about calling track events and is never in the right place at the right time. Everyone on our field can hear the events called, and the contestants can be hurried into their places. In this manner, time for track events has been reduced 25%.

During intermissions we furnish phonograph music in the bleachers. In the foot-ball season we often keep in touch with college games by means of the radio and announce the scores of these games to the bleachers from time to time. The spectators assure us that the sound equipment adds a great deal to our athletic program.

#### Radio and a Public Address System in the Gymnasium

The equipment is also useful in the gymnasium, especially for student dances. The music for these is controlled from the principal's office.

A student committee was appointed to select good dance records, and these when played on the electric phonograph, furnish most of the music which comes from the large dynamic speaker behind the grill in the gymnasium wall.

Occasionally it is possible to tune in radio dance music and to send it to the gymnasium.



Cabinet in the principal's office, showing,—speaker, radio panel, control panel, phonograph and microphone. The lower cabinet contains amplifier and pre-amplifier.

This method of furnishing music for student dances is convenient in that it is always ready and saves expense for orchestras. In fact the money already saved would go far in paying for the equipment, and the music is much better than that sometimes provided for high school dances.

The microphone is used to announce the names of records and to call the end of each dance. These dances are held once a week during the noon hour. Sometimes on special occasions, such as the end of a semester, dances are given after school.

Usually no admission is charged for matinee dances. For these dances the equipment is

operated from the office. However, for the evening dances, it is sometimes moved to the gym. These student dances have been so successful that the Parent-Teachers Association has also used the equipment for its parties.

**F**OR special basket-ball games we have moved the equipment into the gymnasium and have announced the names and numbers of players and other interesting data.

We have never tried to give play by play reports of basket-ball games as the action moves too fast. We give only those reports which the judges, timers, and scorers can give the announcer.

One cannot give all the possibilities of such a sound system nor all the technical details. We are proud of our public address equipment and of the fact that our students did most of the work of installation. The tone quality is excellent. In fact the system has been eminently successful in every respect.

We have found that it is indispensable in bringing radio education to the classroom, in promoting the fullest enjoyment of all athletic contests, in conducting school matinee dances, and in keeping pupils and teachers informed concerning social and administrative affairs of the school.

\* \* \*

**Mary B. Williams**, Kern county school nurse, has written a brilliant volume of poems "Life the Huckster," recently published by Richard G. Badger Company. Kern county teachers will find many familiar notes in her lovely poems, some of which were previously published in this magazine.

\* \* \*

**S. J. Mustol**, supervisor of instrumental music, Santa Ana city schools, has a high school band which was recently awarded first prize in competition with 14 other bands including several professional bands.

In a recent statement Mr. Mustol declared: "The aim of our public school is to give the musically-minded child a start toward a thorough musical education, which he should receive as well as a classical or technical education.

"I know of no activity which can be more potent in the development of good citizenship, or has more to contribute to the real aim of education, than **children's ensemble playing**.

*"This form of musical expression requires a fine adjustment to others and at the same time the most careful individual effort on the part of every child. It makes the child stand on his own feet and preserve his independence while it fosters the idea of unity in common achievement."*

## The School--A Community Financial Asset

DR. PERCY R. DAVIS, *Superintendent of Schools, Santa Ana*

**F**UNDS invested in public education produce many kinds of values, both to the individual and to society. The layman readily recognizes and admits that the schools are essential to the welfare of society, that each individual is entitled to an opportunity to free public education, that the schools create values in citizenship, in individual and social character, and in individual and social economic and spiritual welfare.

He is not inclined to see, however, in these times in particular, that there is any direct and immediate financial return to him from the taxes collected from him and invested in the public schools. The feeling seems to prevail in the public mind that the money spent by a community to maintain its public schools, while admittedly a necessary and worthwhile expenditure from an ethical and cultural point of view, is removed from circulation in the community, and is in no way thereafter an appreciable asset to the local business and professional life.

What becomes of the money invested for public education? Is it a total loss to the community as far as any immediate financial benefit is concerned? It seemed to the administrative council of the Santa Ana city schools, that the answers to these questions might have a material effect upon local public opinion. Therefore, in November, with the co-operation of the city teachers, a study was undertaken in an effort to trace the money spent by the city school system, and to determine the channels through which it moved and the local groups deriving benefit because of this expenditure.

Santa Ana, like all California school districts, derives its school funds for current maintenance from three sources. These sources, with the amounts given in round numbers for the year 1930-31, are as follows:

State .....	\$200,000	21½ %
County .....	310,000	37 %
District Tax .....	350,000	42 %
Total .....	\$860,000	

Distributed upon the basis of locality the sources are as follows:

Collected in Santa Ana:

By district tax .....	\$350,000	
By county tax .....	150,000	\$500,000

Contributed:

By county (outside Santa Ana) .....	\$160,000	
By state .....	200,000	360,000
Total .....		\$860,000

The taxpayers of Santa Ana contributed last year to the maintenance of the city schools, \$500,000, all of it raised by direct tax on local property. The county, by direct tax on property outside of the city collected \$160,000, which it contributed toward city school maintenance, and the state, from other sources, chiefly that of a tax on corporations, contributed \$200,000.

**A**N analysis of the expenditures of the city school system for the same year shows approximately \$200,000 spent on items other than teachers salaries, such as supplies, both maintenance and instructional, books, insurance, health department, apparatus, building maintenance and alterations, fuel, light, water, etc. Of this amount, \$190,000, or all but 5% of the total, was found to have been expended in Santa Ana.

\$660,000 was paid out for salaries of teachers, supervisors, principals and administrators, totaling 318 in number. To these was sent a comprehensive questionnaire on personal expenditure. 317 returns were received, which when compiled, produced the following totals:

Teachers salaries .....	\$660,885.00
Other income .....	36,570.67
Total .....	\$697,455.67

### Expended in Santa Ana:

Food—17½ % .....	\$110,435.38
Shelter—16 % .....	101,940.35
Clothing—12¼ % .....	78,048.08
Interest and payment on property .....	62,134.68
Taxes .....	26,707.35
Health .....	37,291.58
Savings-banks and building loan .....	37,069.96
Household help .....	20,030.00
Yard help .....	6,287.97
Church, welfare, relief .....	32,137.05
Balance—laundry upkeep, laundry, drugs, amusements, and other sundries .....	43,238.29

Total expended in Santa Ana .....	\$555,320.69
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**Expended outside of Santa Ana:**

Summer expenditures for self-improvement .....	\$45,787.42
Professional organizations .....	2,374.45
Professional magazines.....	957.75
Life insurance premiums.....	36,379.61
Stocks and bonds.....	39,468.75
Other investments.....	17,167.00
<b>Total expended outside of Santa Ana .....</b>	<b>\$142,134.98</b>
<b>Grand total of expenditures.....</b>	<b>\$697,455.67</b>

Value of property owned.....	\$986,845.00
Mortgage .....	\$328,140.00
Teacher memberships in local organizations .....	781
Teacher membership in professional organizations .....	1068
Dependents—wholly .....	235
Dependents—partially .....	461      696
Number employing housekeepers—full time .....	15
Number employing housekeepers—part time .....	80
Number employing gardeners—part time.....	96

Data concerning the expenditures of the average teacher, supervisor, executive of the Santa Ana schools are as follows:

Average salary .....	\$2078
Average outside income .....	115

<b>Total average income .....</b>	<b>\$2193</b>
Average per month—12 months.....	\$183
Average per week—52 weeks .....	42

**Expenditures in Santa Ana:**

Food .....	\$347
Shelter .....	321
Clothing .....	245
Interest and payment on property.....	195
Taxes .....	84
Health .....	117
Savings-banks and building loan.....	117
House and yard help.....	83
Church, welfare, relief .....	101
Miscellaneous—auto, laundry, drugs, amusements, etc. ....	136

**Total expenditures in Santa Ana..... \$1746**

**Expenditures outside of Santa Ana:**

Summer sessions and travel.....	\$144
Professional organizations and magazines .....	10
Life insurance .....	114
Stocks, bonds and investments.....	178

**Total of expenditures outside of Santa Ana .....** **446**

<b>Grand total of average expenditures.....</b>	<b>\$2192</b>
Members in local organizations.....	2.4
Members in professional organizations.....	3.4
Property value .....	\$3103
Property mortgage .....	\$1032
Dependents—wholly .7 of 1 for each teacher.	
Dependents—partially 1.4 for each teacher.	
Employ housekeepers—1 out of every 3 teachers.	
Employ yard men—1 out of every 3 teachers.	

The combined expenditures of school system and teachers in the city of Santa Ana are as follows:

Expenditures in Santa Ana:	
By district (supplies and maintenance)....	\$190,000
By teachers .....	555,320

Total expenditures in Santa Ana.....	\$745,320
Collected in Santa Ana by property tax....	\$500,000
Surplus expenditure in Santa Ana over property taxes collected in Santa Ana.....	\$245,320

Some interesting conclusions may be drawn from these data. Since \$745,000 of the total school maintenance fund of \$860,000 is spent in Santa Ana, and \$500,000 is collected by tax on local property, the school system actually puts into circulation through the business and professional channels of the city not only all that is collected for its use by direct local property tax, but an excess amount of \$245,000.

**Teachers Help Local Business**

It is to be questioned whether any other business or public institution can be found in the city which returns such an excess over the amount collected. Disregarding services rendered and considered wholly as a financial asset to local business and professional interests, the school system must be recognized as making an important contribution.

This aspect of school finance may well receive note and emphasis. Too little attention has been called to it in the past, and local interests are quick to sense its importance. A reduction in school support is bound to be followed by a corresponding decrease in the amounts expended with local business men.

SPACE permits the mention of only one other of the many conclusions which may be drawn. Santa Ana teachers and school executives are paid a salary about equal to the average for cities of its class. Yet, including outside income, and figured on the basis of weekly income as in commerce and industry, since teachers too must live through 52 weeks each year, the average income for the 318 certificated full-time employees is \$42 per week.

## California School Leaders

Dr. C. L. McLane

**C.** L. McLANE was born in Scotland county, Missouri, April 4, 1862. His parents were Daniel and Drusilla (Bennett) McLane.

His elementary education was obtained in the county of his birth. He received his secondary school education at Memphis, Missouri, and



C. L. McLane of Fresno

Cantril High School, Iowa. He received his B. S. degree from Valparaiso University, Indiana. Since graduating he has had two years work in the Chautauqua literary and scientific circle; a summer course in the University of California, 1897; a correspondence course in the University of Chicago, 1898; a summer course in Harvard University, 1900; and four years

University of California extension work.

Between the years 1882 and 1890 he held the principalship of several schools in Iowa and Missouri. He was admitted to the bar and practiced law in both Missouri and California. He began his work in the public schools of California at Fresno in 1891. He held the principalship of the Columbia and the Central schools until 1893 when he went to Virginia City, Nevada, as supervising principal. He remained in that position until 1896 when he returned to Fresno. He was principal of the Fresno City High School until 1899 and in that year was elected city superintendent.

He held that position until 1913, the last two years of which he served in the double capacity of city superintendent and president of the newly-created Fresno State Normal School. It was largely due to his influence that Fresno obtained a state normal school and it was entirely fitting that he should be its first president.

He held the presidency of the Fresno State Normal School from the date of its organization, 1911, and after it became the Fresno State

Teachers College until 1927 when he tendered his resignation. He had served in the schools of Fresno City as principal of elementary and high schools, city superintendent, and as president of the state teachers college during a period of 33 years.

Through all these years he has shown an educational administrative ability equalled by few in the state. From a very small beginning he has seen the Fresno State Teachers College grow to an institution of which the San Joaquin Valley and the state may be justly proud. Whatever his position in the public schools, Mr. McLane has always heartily co-operated with other educational authorities for the betterment of the public school system.

Under the superintendency of Mr. McLane, Fresno City organized the first Junior College in the State of California, 1911.

He has always taken an active and interested part in the financial, civic, and fraternal, as well as the educational well being of the city, county, and state. A Republican by choice, he has always put the welfare of the community above his political affiliation.

### President of C. T. A., 1911-13

He was president of the San Joaquin Valley Teachers Association, 1898-99; of the California State Teachers Association, 1911-13; a member of the California Council of Education, 1910; and was a member of the committee that planned the re-organization of the California State Teachers Association.

On the re-organization of the State Board of Education, Mr. McLane was appointed one of the first members by Governor Young, 1927. When the board organized, Mr. McLane was elected president, which position he holds at the present time, 1931.

He has filled the important chairs of the Masonic fraternities and is a 32nd degree Scottish Rite Mason.

On December 26, 1891, he married Miss Demma F. Best of Memphis, Missouri. From this union was born a daughter, Margaret, who is the wife of Ronald B. Harris, a successful attorney of Fresno, and a son of State Railroad Commissioner M. B. Harris. Little Miss Barbara adds the new title of "grandfather" to Mr. McLane.

On April 2, 1931, Mrs. C. L. McLane entered into that "more abundant life," terminating a happy companionship and taking from him a helpful advisor. He now resides with his daughter.

It may be fitting to add that on the first of the year, 1932, Mr. McLane started on an extended trip down the Pacific Coast, through the Panama Canal, across to Europe, visiting the ports of the Mediterranean and the countries and chief cities of Europe.—E. W. LINDSAY, *Fresno State College*.



To the child the ship is a colossal symbol of adventure and world-knowledge

## An Activity on Ships

With the Use of Visual Aids in a Fifth and Sixth Grade Class

CLARA CLARK SWAIM, *Assistant Director,  
Visual Education Division,  
Los Angeles City Schools*

study of these ships. Mrs. Tobey thought that the visual approach was the best way to get results. Accordingly, she ordered flat pictures, slides, stereographs, charts, still films and motion pictures pertinent to the subject to be sent to her at regular intervals from the visual education division.

**S**O many interesting activities have been worked out by Los Angeles teachers with the use of visual aids of late, that I should like to tell something about all of them.

However, I shall describe only one in detail, in order that teachers who are interested in this method of teaching may get definite suggestions for carrying out such a plan.

Mrs. Helen Tobey of Clifford Street School, Los Angeles, was confronted with a problem in September. She had a group consisting of the A5th and B6th grades. How could an activity be chosen that would embody the work prescribed in the course-of-study for both grades? After much discussion the class decided that an activity on **Ships** would provide such an opportunity.

The activity began with the study of ships of earliest times, such as Egyptian, Grecian and Roman. The Viking ship, the Mayflower, the Mississippi boat, the koofah and many others were studied, leading up to modern boats and airplanes. One can easily see how the history of various countries was brought out by the

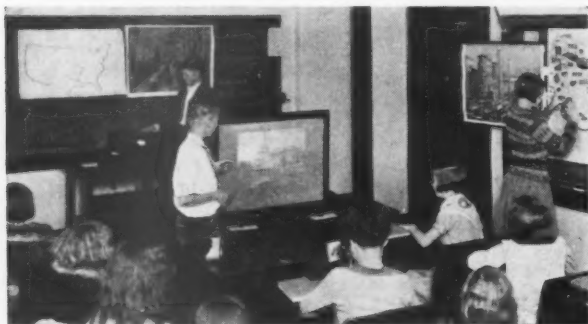
### Only a Few Pictures at a Time

She used great care in displaying only a few well-chosen pictures at a time, realizing that too many pictures cause a multiplicity of impressions and confuse the pupils. She planned her lessons carefully around these pictures.

Still films and motion pictures were shown to



Making home-made slides. Constructing an outline map upon cellophane with india ink



*The daylight screen. Previewing slides before showing them to a larger group.*

introduce a new phase of the subject. They were again used for reviews. Stereographs and flat pictures were assigned to individuals who were to give reports.

#### **A "Browsing Table" Is Good**

Stereographs were also placed on the browsing table with books dealing with the same subject. Charts and slides were used for class discussion.

**L**AST year this enthusiastic little teacher had seen slides made by pupils in other schools and she was anxious to have her class learn how to do this work. A member of the visual education division went to her classroom and gave a demonstration, with the result that the pupils were very anxious to make a set of slides or their own "movie" as they called it. This objective was held as an incentive for research work and study. After sufficient knowledge had been gained, through picture and book study, the work on slides was begun.

The necessary equipment and supplies consisted of a stereopticon with 20 feet of tyrex cord. A long cord afforded an opportunity of placing the lantern about 10 feet from the screen, as the outlet was in the rear of the room. This eliminated the necessity of darkening the room, for the closer the lantern is to the screen, the greater is the concentration of light. In this way, a natural classroom situation was maintained with plenty of light and air. The back of a map was used for a screen. A piece of wrapping-paper or cardboard would serve as well. It is

not necessary to have expensive equipment.

A small daylight screen made of tracing velum stretched over a picture frame placed on the table in the corner was used by committees of children for previewing slides before showing to the larger group.

Four dozen cover-glasses, some scraps of celophane, colored india ink, lantern-slide binding-tape, china marking-pencils, crowquill pens and holders, some non-inflammable still film strips and a few typewriter slides were procured from the business division, as these are on the standard list of supplies in Los Angeles.

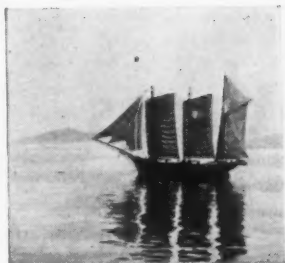
The class was divided into art, typing, binding and coloring committees.

**A**LL of the class participated in the drawing of the various ships on regular 6 by 9 scratch-paper. These drawings were submitted to the art committee. The best ones were chosen and these were turned over to the coloring committee. The drawings were then made on paper the exact size of the lantern-slide. The final slide was completed by placing the cover-glass over



*The ship is a magic creature—the ship is a wizard—bringing to the child the wonders of the seven seas. In this picture the pupil goes ashore to visit a quaint Alaskan village.*





A ship from Asia, ancient and remote

the preliminary drawing and inking it with a crow-quill pen and india ink. Bits of color were added by cut-outs of cellophane applied upon the glass.

A little moisture was all that was needed to hold the cellophane on the glass, as glue or paste would project black on the screen and spoil the picture. The binding committee placed clean cover glasses over the applied surfaces and bound them together with slide binding tape.

Other slides were made by applying india ink directly to clear cellophane and still film strips. These were fastened between two cardboard frames the size of a slide and proved to be very economical and effective.

The duties of the typing committee were to type the stories and poems, which had been selected from those written by the group. There were so many good stories that it was decided to type part of them and furnish a "talkie" for the picture as well.



A ship activity. Making slides, and muslin outline-maps.

During the course of the activity a pictorial map of the world was made on muslin. An outline-map slide of the world was projected on a large piece of muslin. The size of the map was determined by moving the projector back until the desired size was obtained. A soft lead-pencil was used to trace the outline.

Blue calcimine paint was applied to the areas of water. Small ships of cardboard were made and glued to the harbors. Each harbor had two

boats, one labeled with the exports and the other with the imports.

**T**HE enthusiasm of the class was so keen that the parents became interested and asked to have the pupils appear before the parent-teacher association to give their pictures and talks.

This activity on ships with the use of visual aids not only provided for correlation of the work in all subjects, but it stimulated creative work, developed a sense of responsibility and required consideration for the rights of others.

\* \* \*

An Institute of Adult Education will be held in Spokane, Washington, April 6-8, under the auspices of the Inland Empire Education Association, an organization which draws its membership from Idaho, Montana, Oregon and Washington.

The Institute will be conducted in round-tables, discussion-groups from the various agencies of formal and informal adult education whose leaders, national and local, will be in attendance.

The Committee in charge of calling the institute are Principal James A. Burke of Spokane; Superintendent L. C. Robinson of Sandpoint, Idaho; and the chairman, Dean Rhoda M. White, West 4004 Queen Avenue, Spokane.

\* \* \*

## Why Not Smile?

LUTIE M. GRAY, *Lankershim School,  
North Hollywood*

**I**F the load cannot be lifted by a frown,  
Try a smile;

If no hand is there to raise you when you are  
down,

Try a smile.

The stormy glance will not help your cause  
advance.

Smile a bit and take a chance.

It's worthwhile.

**I**F a scowl won't make your  
friends respect you,

Try a smile;

If the luck you'd counted on  
neglects you,

Try a smile.

When the sky seems very  
blue,

Smile until the sun shines  
through,

And the path seems good and  
true.

Smile and smile.



# Faith of Our Fathers

**W**HEN the Republic was young many distinctly American principles were laid down through the efforts of far-sighted leaders. Some of those principles have been outgrown and forgotten; for leadership in that distant day made no claims to omniscience. Most of them, however, are still cherished after more than 150 years of trial.

Religious freedom; the right of mankind to life, liberty, and the pursuit of happiness; a common justice to all; promotion of the general welfare; freedom of speech and press; government by the will of the governed; these principles enunciated by the Fathers of the Republic and incorporated by them into American government were indeed bright inventions signifying hope to oppressed and struggling mankind.

The leaders were actuated by their **faith in the common man**, not as he was in that day, but as he might be when elevated in character and enlightened in mind. For they were looking to the future, visioning a republic of citizens, strong in the good strength of knowledge, and wise in the virtues of justice.

To this end they laid down **the principle of universal education** in hope that their children's children might rule time without end, and that the republic they had founded might never die.

Here follow excerpts from the papers of certain statesmen of the past:

**P**PROMOTE then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.—**George Washington.**

*From his farewell address to the American people, 1799.*

**A**BOVE all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty.—**Thomas Jefferson.**

*From a letter written from Paris to James Madison, 1887.*

**I**F a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be . . . There is no safe deposit (for the functions of government), but with the people themselves; nor can they be safe with them without information.—**Thomas Jefferson.**

*From a letter to Colonel Yancy, 1816.*

**I**CONSIDER knowledge to be the soul of a Republic, and as the weak and the wicked are generally in alliance, as much care should be taken to diminish the former as of the latter. Education is the way to do this, and nothing should be left undone to afford all ranks of people the means of obtaining a proper degree of it. . . .—**John Jay.**

*From a letter to Dr. Benjamin Rush.*

**A**POPULAR government without popular information or the means of acquiring it is but the prologue to a farce or tragedy, or, perhaps, both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power knowledge gives.—**James Madison.**

**T**HE instruction of the people in every kind of knowledge that can be of use to them in the practice of their moral duties as men, citizens, and Christians, and of their political and civil duties as members of society and freemen, ought to be the care of the public, and of all who have any share in the conduct of its affairs, in a manner that has never yet been practiced in any age or nation.

The education here intended is not merely that of the children of the rich and noble, but of every rank and class of society, down to the lowest and the poorest. . . .

The revenues of the state would be applied infinitely better, more charitably, wisely, usefully, and therefore politically in this way than even in maintaining the poor. This would be

the best way of preventing the existence of the poor. . . .

Laws for the liberal education of youth, especially of the lower classes, are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.—**John Adams.**

**T**HE first duty of government, and the surest evidence of good government, is the encouragement of education. . . .

The great bulwark of republican government is the cultivation of education. . . .—**De Witt Clinton.**

**E**DUKATION, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-houses to all the children of the land. Let no man have the excuse of poverty for not educating his offspring. . . . On the diffusion of education among the people rests the preservation and perpetuation of our free institutions.—**Daniel Webster.**

**T**O the people of Sangamon County:

Fellow citizens: Having become a candidate for the honorable office of one of your representatives in the next General Assembly of this State, in accordance with established custom and the principles of true republicanism, it becomes my duty to make known to you, the people whom I propose to represent—my sentiments with regard to local affairs. . . .

Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. . . .

For my part, I desire to see the time when education, and by its means, morality, sobriety, enterprise, and industry, shall become much more general than at present, and shall be gratified to have it in my power to contribute something to the advancement of any measure which might have a tendency to accelerate the happy period.—**A. Lincoln.**

*From the Sangamon (Illinois) Journal, March 15, 1832.*

\* \* \*

Coronado grammar-junior high faculty is again 100% in both N. E. A. and C. T. A. This is our fourth year. We are going along very well considering the times. We have made progress.—**F. A. Boyer, District Superintendent.**

## Teacher Tenure Cases

**H**ONORABLE ISAAC PACT, Judge of Los Angeles county superior court, chamber No. 9, recently rendered interesting decisions relative to teacher tenure cases. The cases in question were those of Miss Rhoda Jamieson vs. Redondo elementary school district and Miss Genevieve Lind Wood vs. Huntington Park elementary school district. In each instance the judge decided in favor of the plaintiff.



Isaac Pacht

The case of Miss Jamieson was of especial interest to members of California Teachers Association since the Los Angeles county counsel attacked the constitutionality of the 1931 tenure law. Not only did the judge find insufficient cause for the dismissal of Miss Jamieson but gave as his opinion

that the 1931 Tenure Law is constitutional.

In both the above cases the court found the school districts with insufficient evidence on file to substantiate charges made. Judge Pacht was fair to the teachers in insisting that employing boards should follow the procedure outlined in the law if they hope to prove a case. This again raises a question as to whether the Teacher Tenure Law or school administration is at fault.

Business concerns of this age where there are numbers of high salaried employees keep on file carefully-prepared personnel records. **Seldom is there found a school office which keeps anything like a complete record which will either credit a worthy teacher or discredit others.**

It is submitted that the State Department of Education might well prepare a uniform personnel-record-card and ask school districts to keep a record for each certificated employee. Whether teachers shall be deprived of protection afforded by a just tenure law or school administration shall take a step up is an entirely fair question.

\* \* \*

**P**IEDMONT public school teachers merit high praise inasmuch as this is the twelfth consecutive year for a 100% enrollment in C. T. A. Harry W. Jones, superintendent, deserves special mention for his fine leadership during these years and for the professional attitude of his teachers.

## Teachers Salaries

Report of C. T. A. Southern Section Committee  
on Teachers Salaries

GILBERT D. DEERE, *Chairman,*  
*San Diego High School*

**I**N view of the fact that suggestions have been offered to boards of education in many localities of Southern California that certain reductions in teachers salaries are at this time desirable, your committee believes that a consideration of such suggestions is called for at this time.

So far as your committee has been able to discover, these suggestions have been based solely on economic factors. This report, therefore, attempts to deal only with the economic phases of the question and disregards the possible consequences to the efficiency of the school systems which might ensue from the changes suggested.

The report consists of two parts,—the first, a consideration of the suggestions for change, with the purpose in view of determining their validity; the second, a number of recommendations for possible action in meeting the situations out of which these suggestions arise.

On September 22 of this year the United States Steel Corporation announced that upon October 1 it would put into effect wage reductions amounting to 10%. This incident is mentioned here as typifying a general change that is taking place in industry—a change, the consideration of which naturally introduces the question of adjustment in teachers salary schedules at this time.

### The Decline of Incomes

The trends of the last two years have been sufficiently pronounced and sufficiently sustained to indicate that this country, in its economic evolution, is passing through one of those recurring broad changes from one price level down to another. Such changes always involve nominal income adjustments. It is obvious that no contribution will be made toward the maintenance of existing salary schedules by a failure to recognize the import of this great change. Let us face the facts frankly.

In the face of declining earnings, disappearing dividends, lower salaries, reduced wages, and the lower cost of living, an **uninformed** person who had not carefully studied these matters might ask, "Should not teachers salaries also be cut?" The intelligent answer is **No**.

Any answer to the above question which does not take into consideration the history of the

period of 1913-1929 neglects a factor fundamental in the situation and fails to regard the very essence of the arguments presented at this time in justification of wage reductions among industrial workers. Let us for a moment look into the history of that period.

It was indeed a marvelous period—a period which saw incomes of practically all groups mount to unheard-of heights—a period culminating in its final four years in a burst of prosperity unprecedented in the history of the world.

According to the report of the National City Bank "the profits of 1929 (for 50 representative concerns) were 36% greater than of 1925, 42% greater than of 1920 and nearly twice as large as of 1915." (Report of National City Bank, January 1, 1930, p. 5.) The same authority (p. 5) informs us that during the 5-year period 1925-29, the average increase in the earnings of these concerns was 9% annually.

That these profits were reaching the public is indicated by a study of the larger industrial concerns made by the financial editor of the New York Times in November, 1929, who reported that, in addition to the regular dividends, the total extras, back dividends, increases and stock dividends were, for the first eleven months of 1928, 1640 and for the same period of 1929, 2503.

**W**HAT of labor during this period? Was it also sharing in this great prosperity? For the first time in the history of American industry, it can perhaps be said, labor, in 1921, began receiving a fair share of the wealth it was assisting to create. According to the figures released by the Bureau of Statistics in the Department of Labor (see Appendix) union wages throughout the United States increased 160.6% in the period 1913-1929, the increase constituting a rise in real wages, when adjusted to the purchasing power of the dollar, of 52.1%.

What was true of labor during this period was also true of other income groups. After an extensive investigation, the National Bureau of Economic Research reported that between 1913 and 1928 the incomes, exclusive of savings, of all persons gainfully employed in the United States increased 27% per capita in terms of the 1913 dollar. (See Appendix.)

In this great flow of prosperity what share did the teachers of Southern California have? Did their salaries keep pace with increases that came in real wages to labor, in dividends that came to the investor and in incomes of the employed throughout the United States?

During the first few years of this period, because of the declining purchasing power of the dollar and the tardiness of increases in nominal salaries, the teachers saw their real salaries



decline, in some districts to 55 or 60% of the 1913 level. For the great majority of Southern California teachers real salaries never again rose to the 1913 level until 1926 and in some localities they had not yet reached that level at the close of the period of prosperity in 1929. In no districts were salary increases comparable to increases in union wages and the average for other personal income groups throughout the United States.

With evident and justified pride during this period, industrial concerns, large and small, vied with each other in increasing not only nominal, but real wages. The newspapers and magazines of those days are replete with articles heralding such increases. Would that your committee were able to report today that your own employers entered into this competition and responded to the obligation of seeing to it that their employees also shared in this great prosperity, but the facts do not warrant such a report.

**D**URING the same period teachers accepted and welcomed increasing requirements imposed by State and local regulations pertaining to preparation necessary for certification and placement on the salary schedule—requirements which more than doubled the investment they must make for such preparation. For 16 years the teacher stood aside and beheld a period of prosperity such as the whole world had never before seen but in which he was to participate but meagerly.

Sufficient time was not at the disposal of your committee to make an extensive survey of the salary situation throughout the entire southern section. It is believed, however, that conditions in a few of the larger districts may be taken as typical. Had teachers salaries increased in the same ratio as wages throughout the United States the maximums for 1929 in the cities listed in the following table would have been as indicated in the last column of the table.

1913 equals 100. Index number for wage increase equals 260.6.

#### Elementary Maximums

	Maximum 1913	Maximum 1929	Would Have Been
Long Beach .....	\$1050	\$2250	\$2736.30
Los Angeles .....	1080	2440	2814.48
Pasadena .....	1100	?	2866.60
San Diego .....	1200	2000	3127.20
Santa Ana .....	855	2000	2228.13

#### High School Maximums

	Maximum 1913	Maximum 1929	Would Have Been
Long Beach .....	\$1400	\$2800	\$3648.40
Los Angeles .....	1560	3040	4065.36
Pasadena .....	1500	?	3909.00
San Diego .....	1524	2600	3945.48
Santa Ana .....	1400	2800	3648.40

Had teachers salaries increased to the levels indicated in the above table they could at this

time stand a cut of 10 or 15%, the resulting maximums remaining far above those now existing. But such increases never came, consequently teachers salaries never reached that elevated base which would justify a reduction such as may be urged with reference to those incomes that did increase. The contention that in times of depression the salaries of teachers should decline but that in times of prosperity their real salaries should remain approximately constant has no validity either in logic or economics.

In the belief that reduction in teachers salaries is wholly unwarranted at this time, your committee submits the following recommendation as to possible courses of action to be taken looking to the maintenance of the existing salary schedules.

**1.** That in each district the closest understanding and co-operation obtain between the central administrative office and principals and teachers organizations, to the end that counsel be not divided and cross purposes be avoided.

**2.** That salary committees of local teachers associations make a study of salary conditions in their respective districts, keep the teaching personnel informed by frequent bulletins as to the results of their study and stand ready to render possible helpful assistance to the central administrative office. "Nothing can do more to assure teachers an adequate salary schedule than a complete and accurate body of facts concerning the salaries now paid." (J. W. Crabtree, Secretary, N. E. A.)

**3.** That in each district the feasibility of contacting local newspapers be considered. Professional interests and the necessity of preserving the efficiency of the school systems will dictate that adverse positions shall not be taken by such agencies of publicity because of lack of proper information.

**4.** That administrators and teachers of each district be alert to the opportunities for presenting favorable information through addresses to service clubs, womens clubs and other local organizations, particularly where it is known that adverse data have been received by such organizations. Teacher members of these clubs can do much toward creating such opportunities.

**5.** Looking to the more distant future, your committee recommends that study groups be organized in the local districts, preferably under the supervision of the local departments of research or other administrative officers, for

the purpose of studying questions of taxation in relation to school finances, to the end that as good citizens, teachers may become better equipped to render assistance in the formulating of a legislative program looking to a more equitable taxing system in this State,—a system designed to abate repeated attacks on legitimate school expenditures and at the same time to provide some relief to the taxpayers from the burdens of the general property tax which are becoming intolerable.

**6.** Finally, it is recommended to this body, that in accepting this report, the Council does so with the purpose in view of registering an endorsement of the general policy of maintaining existing salary schedules throughout the Southern Section and with the understanding that such acceptance is carrying a recommendation to administrators and teachers of each district that they take such steps as may seem most effective toward the preservation of their respective schedules.

#### Appendices

I. Index numbers of cost of living in United States. Period January, 1914, to January, 1929. (1914 equals 100.)

Year	Index Number	Year	Index Number
1914	100.0	1922	177.3
1915	103.0	1923	169.5
1916	105.1	1924	173.2
1917	118.3	1925	172.5
1918	142.4	1926	177.9
1919	174.4	1927	175.6
1920	199.3	1928	172.0
1921	200.4	1929	171.3

Data obtained from Monthly Labor Review, August, 1929, p. 290.

Index number for Los Angeles, 1929, was 171.0.

II. Index of nominal and real union wages in United States, 1914 to 1929. (1913 equals 100.)

Year	Index Number Nominal Wage	Index Number Real Wage
1914	100.0	100.0
1915	101.9	98.9
1916	102.8	97.8
1917	107.2	90.6
1918	114.1	80.1
1919	132.7	76.1
1920	154.5	77.5
1921	199.0	99.3
1922	205.3	115.8
1923	193.1	113.9
1924	210.6	121.6
1925	228.1	132.2
1926	237.9	133.7
1927	250.3	142.5
1928	259.5	150.9
1929	260.6	152.1

Bulletin No. 482, Bureau of Statistics, Department of Labor, p. 14.

III. Excerpts from letter signed by W. I.

King, research director, National Bureau of Economic Research, dated August 9, 1929.

"Our figures indicate that the per capita realized income, (of people of the United States) exclusive of savings, in terms of 1913 dollars, increased, between 1913 and 1928, by approximately 27%."

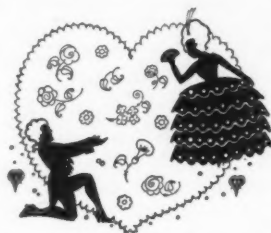
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#### A Kindergarten-Primary Banquet

At the regular institute banquet of the Central California Kindergarten-Primary Association, presided over by the retiring president, Mrs. Ina K. Dillon, an excellent address on the place of the kindergarten in modern education was given by Madeline Veverka of Los Angeles.

Dr. F. W. Thomas, president of Fresno State College, introduced the speaker.

It had recently come to the attention of the association that Mrs. J. C. Hoxie, who was the first person ever to teach school in Fresno, was still living



here, though so quietly that few had known of her presence.

She taught in Fresno when there was no provision for her salary except public subscription. She was teaching at Millerton in 1874 and moved to Fresno when the county seat was moved here.

It had been the desire of the association to have Mrs. Hoxie as their guest at the banquet. Her physical condition would not permit her to attend so a large basket of poinsettias was sent as a token of appreciation and good will.

\* \* \*

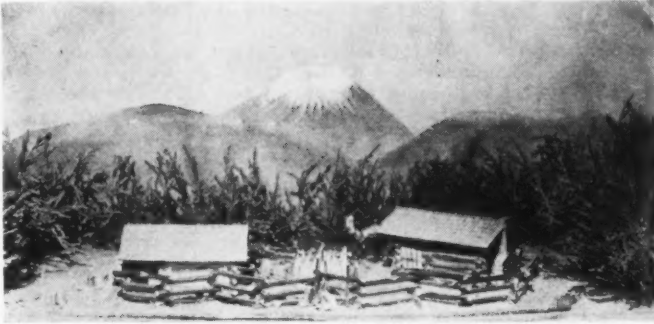
#### Viking Ships

The following poem was written by a girl in the fifth grade of the Roosevelt school, Glendora, during our language period, after a study of the Vikings. I thought perhaps you might like to publish it in the News.—Minnie B. Manning.

I LIKE to sit  
along the shores,  
To watch the ships  
with many oars;  
To watch the big  
old monster's  
head,  
For most the time  
they're painted  
red,  
I like to watch  
them roll along,  
And listen to the rowing song,  
And sit and watch the white-capped waves,  
That dance o'er many lost ships graves.  
You know I'd like to ride some day,  
And go away, away, away.



—Maud Martin (Age 10)



Model of a pioneer home, with panorama background; made by George Myall

## Some School Projects

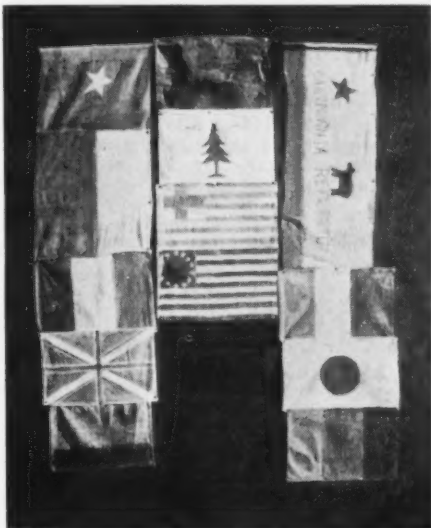
R. B. LEITCH, Teacher

John Adams Junior High School, Santa Monica

**N**UMEROUS CREATIVE projects have been done in our school. A girl in the seventh grade, Dorothy Noxon, recently attended the opening of the highway through Red Rock Canyon.

She was inspired to make a miniature Covered Wagon and its appropriate setting. This piece was exhibited in the public library during our Pioneer Days celebration.

A greatly increased interest in current events has been had since we started in pasting pictures from current papers on manila paper and displaying them on a large rack.



Model flags of many lands, made by junior high school pupils

The flags shown in the accompanying picture were made by rubbing crayon on white cambric cloth and then ironing the color in with a hot iron.

The flags in the left column, reading down, are the Lone Star flag of Texas, Mexico, Union Jack, Germany.

In the center they are,—the Rattle Snake flag, the Pine Tree flag, an early Revolutionary flag, and the Betsy Ross flag.

On the right: the California Bear flag, the Tricolor of France, Japan and Belgium.

The colors and emblems of these flags have a deep significance to the students who have them in their room. They see in them the great ideals of the nations possessing the flags and have a deeper appreciation and sympathy with other nations as a result.

A model of a Pioneer Home, shown in the illustration, was made by a boy, George Myall, who has never been able to attend school because of a physical handicap.

He is getting his education from a home-instructor, furnished by the board of education. The cabin is constructed of match sticks.

\* \* \*

## Stories of the States

**M**RS. NELLIE VAN DE GRIFT SANCHEZ, widely-known as a successful California author and historian, has written "Stories of the States," recently brought out by the Thomas Y. Crowell Company (393 Fourth Avenue, New York City).

One of the special objects of this book is to encourage interest in United States history among young people by giving them a glimpse of the heroic struggle of our pioneers in the exploration and settlement of our great country.

To point the way towards more extensive reading than can be offered in a book of this size, reading references are introduced at the end of the sketch of each state. This book is likely to come into very general use as a reference book, on account of its compact collection of leading facts.

Teachers will find it to be helpful in preparing lessons in history for younger pupils with a minimum of time and labor, since everything required is there "in a nutshell."

## A New Type Gymnasium

HORACE W. MOORE

*Bishop Union High School, Inyo County*

**F**ROM an architectural standpoint, our new gymnasium building is unique and original. The roof construction is a curiosity to the layman and a study to the mechanic. It is known as the "Lamella" roof. The word lamella is not, as sometimes supposed, the name of the originator but comes from the word "lamellated," or laid together in thin layers.

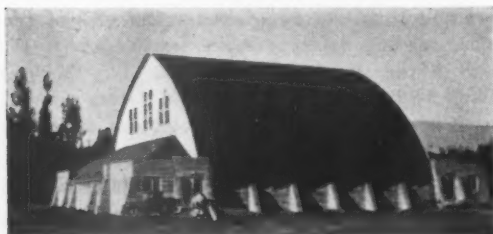
It originated in Holland and first appeared in our country about 25 years ago. It has become quite popular in school-building construction. One of the larger roofs of this construction may be seen in the exposition building at Pomona, and farther east it has been used to span as much as 200 feet without cross-beams or bars.

Our roof construction was put in place by a firm which makes it a specialty. The first consideration was local weather and soil conditions. As we have high winds, the factor of safety was settled at a 90-mile wind pressure. From this the size and strength of the different members of the lamella was figured.

There are thousands of these members, all of a pattern with holes bored and mitres cut. Given a certain span these are all figured out and cut before shipping to the job. In assembling the bolt-holes and cuts come so exact that thousands of the bolts pass through three or more members diagonally and show perfect.

### Abundant Light and Air

The shower- and locker-rooms at each end of the auditorium room add to the solidity of construction by acting as a buttress and brace against wind-pressure. The large windows over this roof provide high and abundance of light and ventilation to the auditorium.



*Bishop Union High School Gymnasium*

It was found that the cost of the lamella type was practically the same as the truss form, the most important item being the saving of reinforced concrete sidewalls; the truss form requiring a wall 22 feet high, while the lamella required a wall only 8 feet high. The absence of all timbers, for electric lighting and ball games, is quite an item.

The type is new, the roof being a trussless structure, cone-shaped, with the ridge-pole approximately 40 feet above the floor, without rod, beam or truss of any sort, and carried on an 8-foot concrete wall.

The main floor contains about 5600 square feet of space, providing two regulation basketball courts one way, and one full standard court if played the other way of the floor with room for spectators on either side.

### Dressing Rooms and Showers

Dressing rooms are provided at each end of the building, the western side for boys, the eastern side for girls. Each coach has office, stockroom and separate shower and dressing room. On the boys side, one community shower room will accommodate 24 boys at any time, while on the girls side it is more exclusive, separate dressing rooms with a shower between are provided for 28 girls at one time.

Steam heating is provided from the main building, the furnaces having been converted from coal to oil burners, using a low grade of fuel oil, and greatly increasing the heat capacity.

The construction of the building was carried out in a rather unusual way. General bids for the entire building were offered but were far in excess of the available funds. The board of trustees wished to keep the cost within the amount of insurance received from the shop, which was burned some time before. The general bids were from \$8000-\$10,000 above the limit. It seemed for a time that the project would have to be abandoned. But thanks to the architect, J. A. Grundfor, of Glendale, the entire job was divided into many small ones. With the board purchasing the various materials and contracting the labor, the building was completed at least \$8000 under what the best general bid called for and at a small percentage above the original estimate. Some very beneficial changes were made in the main building, so that we are assured of a warm and comfortable building no matter how cold the weather may be.

The students are most fortunate in having this addition to the high school plant and not only the high school, but the grammar school as well, arrangements having been made whereby the grammar school students are being taught by the high school coaches.

\* \* \*

Charles D. Jones, district superintendent of the Hermosa Beach city schools, reports that for several years the school-children bring Thanksgiving offerings of food and clothing. These articles are collected from the class-rooms by members of the P.-T. A., taken to a central depot and distributed to needy families.



## Our School Incubator

*A second grade activity, by Mrs. Martha Martin, Fresno.*

SOME weeks ago I happened to "drop in" on a class project which impressed me as being very unique.

The members of the class had built an incubator and had brought eggs from home which they had placed in the incubator for hatching.

Not only were the children interested in the project from the point of view of nature-study, but their lessons in reading, language, spelling, and arithmetic were being developed from the project.

I suggested to Mrs. Martha Martin, the teacher, and to her principal, Hattie Hammat, that the project be written up and submitted to the Sierra Educational News for publication. Cordially yours, O. S. HUBBARD, Superintendent of Schools, Fresno.

THIS project started in a second grade among a group of 30 little Russian-German children.

Over half of the children had spent their vacation on a farm, so they started out in the fall wanting to make a farm.

A large space was marked off on the floor, heavy wrapping-paper was put down and sand sprinkled on top of this.

The barn and house were soon erected. A wooden horse stood in the barn with his head out of a window.

A field of real wheat soon sprang up, and a garden of bright-colored paper-flowers appeared around the house.

Chicken-pens, pig-pens, and rabbit-pens were built. Pigs and rabbits were created of clay, but the children brought little yellow stuffed chickens for the chicken-pen. All of the farm animals and fowls were discussed.

One day after we had been discussing chickens, one little boy said he could bring a hen that wanted to set. Another said he could bring eggs. Then I thought of the many things that might befall a setting hen, so I asked how many had ever seen an electric incubator. A few had seen one, so I asked how many would like to try to make one.

The children were very anxious to try, so right after the holidays we started in.

I had some redwood boards sawed to specifications. The man at the planing mill was interested and suggested fir-tex for a lining. It is a pressed product made from the bark of fir trees. This made an excellent lining for the incubator and also for the brooder.

### The Genesis of the Box

I brought the material to school and suggested to the children that when the boards were fitted together they would make a little square box and that would be the beginning of the incubator.

The children twisted and turned and fitted the boards together. They were delighted when they saw how it was going to look. I suggested that it would be better to put it together with screws instead of nails as the boards would fit better. The children learned to use the brace and bit to bore the holes for the screws.

With the sides and bottom fitted together and a piece of heavy wire-screen bent in shape for the egg-tray, we next started to line it with the fir-tex. This was sawed to fit the top and side boards and all was then put together with screws. For a door we secured a glass one from an old cracker-box at a grocery store. This fit exactly and fastened with a screen-door hook.

Four door-stops served as legs. The next thing was to do the wiring. We secured porcelain tubes, four light-globes, wire and porcelain knobs from the ten-cent store. The thermostat was purchased at an electric shop.

I learned to do the wiring so I could show the children how. They learned how to install the wiring properly and knew what the thermostat was for and how it worked. We fastened the thermostat on with screws. Then, with the addition of an incubator thermometer and mois-



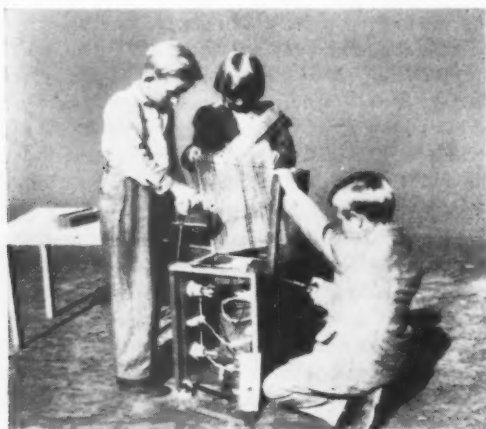
Some of the girls inspect the finished incubator

ture gauge, we were ready to set our incubator.

Excitement ran high. Our incubator held 40 eggs. All of the children who had chickens at home brought an egg. Anyway, every child in the room had an egg with his name on it.

We set the incubator January 14. Next we had to think about a place to keep the little chickens after they were hatched.

We discussed how an old hen takes care of her baby chicks and keeps them warm, and how we would have to fix a place to keep the



*Hard at work assembling the parts of the incubator*

chicks warm, after they were hatched and dried off in the incubator.

So the brooder progressed while we were waiting for the eggs to hatch.

A large dry-goods box was secured. A board was loosened in the top. This piece was lined with fir-tex as well as the sides and rest of the top.

A 75-watt light-globe was fixed in this board that lifted in the top to heat the brooder. Holes were bored in the sides and the back for air. Two pieces of glass slid back and forth in the front for doors and made a good place for the children to look into.

Next a four-sided frame was made. This was covered with a large-mesh screen and held in place with staples. This was easily brushed and kept clean. If water was knocked over it went through the wire and the chicks did not get their feet wet.

This brooder was placed upon a large round table with newspapers under the screen to be slipped out and fresh ones put in every day.

We sprouted wheat in the sand-table. Cut up

fine, this made green food for the baby chicks when they were three weeks old.

I never saw a more interested group of children.

After patiently waiting for three weeks, 26 little baby chicks emerged from their shells. Such excitement and such a mottled bunch of chicks. There were Plymouth Rocks, Rhode Island Reds, White Leghorns, a few bantams and one Australorp.

Each child was sure he knew his own chicken! What fun they had putting their own chick in the brooder! They proudly carried home the shell with their name on it to show their mother that their chicken had hatched.

### **The Children All Help in Cleanliness**

The children took turns cleaning the brooder and fixing the food and water holders.

When the chicks were three weeks old we sold them to the "Adjustment Class," who made a pen and house for them. Those children are still caring for them.

We often walk over and see the chickens. Each child still thinks he knows his chicken. The money we received from the sale of the chicks paid for our incubator.

We set our incubator again a month later. This time we had 40 eggs of one kind, Rhode Island Reds. We got a wonderful hatch. Thirty-four chicks hatched out. The children were just as thrilled over these chicks as they were over the first hatch.

The children were very willing to give the money derived from the sale of these chicks to the Community Chest. They have very little themselves, but were so willing to share with others less fortunate.

I took pictures at different stages of the children working on the incubator and brooder, and pictures of the children holding their chicks when they were three weeks old.

We mounted all of these on one big card-board and hung it in our room. The children prize it greatly.

To the fullest extent possible all the fundamentals of modern education were derived from our project.

Many charts were developed from our activity as we went along. Reading, writing, arithmetic and health lessons were developed.

\* \* \*

California members of the Board of Directors of the **Women's Division, National Amateur Athletic Federation**, are Elisabeth B. Alley, Santa Barbara; and Julia George, San Francisco.

## Individual Projects for Primary Grades

MABEL G. CRUMBY, *Assistant Professor,  
Education and Teacher Training,  
State College, San Jose*

**E**SPECIALLY in relation to the social studies many **group** projects are carried on in our schools. There should also be a place for **individual** projects, which may or may not be a part of the group-work.

These individual projects call for much material which usually can be brought from home—thus bringing school and home closer together. Often, however, the parents do not understand the value of this kind of work. They may even think that the child has been "frittering" away his time when they see the rather crude work he brings home.

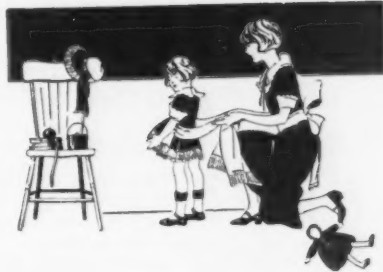
To help parents see the worth of it and to give them definite ideas of what material is wanted and some notion of its uses, the following letter could be sent to the child's home:

**M**Y dear Mrs. Thompson:

May I ask you to send us any articles, such as those listed at the end of this note? A few suggestions have been given which give an idea of what children might make with the scraps which you send us.

These materials are placed on our "work-table" or on low shelves. The child who has finished his school-work may use them when he has a few minutes to spare before his next lesson, or during a short daily period called the "free period," since at this time the child chooses what he wishes to make.

Let me explain what value this type of work is to the children. It makes the hands more skilful; it develops independence since the child chooses his own work and does it himself, with the teacher there only as a helper; it helps to make school a childlike, interesting place; it gives the child an opportunity to develop his own particular talent whether it be mechanical or artistic; it often makes his regular school subjects more interesting as he carries out ideas which he has gained from them; it helps the children to get along with each



other since they share material and help each other in their work.

We believe, too, that concentration is developed as a child bends every effort to finish studying his lessons when he knows that he can get material from the work table when his work is done. If this causes the child to do poor work, he is deprived of this privilege temporarily.

The free period is needed, too, since children slow in their study periods would largely be deprived of this type of work. The free period allows of freedom to move about the room, to make legitimate noise as in working with wood and it gives the teacher an opportunity to be with the children and help them when they need it.

Our free period comes the last twenty minutes in the morning when the children are apt to be weary from regular school work. Of course, the child may read, or carry on work with regular school subjects rather than construct with his hands if he prefers to do so at these times.

We would be delighted if you would call at school and see these work materials and ob-



The building and constructive "instinct" is one of the dominant traits of normal childhood, and is generously utilized in the good school program.

serve what benefit and happiness the children get from working with them.

Thanking you for your co-operation in this matter, I am, Sincerely yours, Ruth A. Teacher.

### Materials

Scraps of unbleached muslin and other cotton cloth, wool, silk; bits of lace and embroidery, colored worsteds, oil cloth, old stockings, ribbons, needles, thread, tape, elastic, embroidery silk; boxes of **all varieties** and sizes, empty spools, any odds and ends of wood, old magazines and books containing pictures, linings from envelopes, tissue and crepe paper, paper lace, gold and silver paper, paper doilies, tin foil, empty jars, clothes pins, linoleum, excelsior, corks.

With these materials and those furnished by the school (as clay, coping saws, glue, nails, calcimine, paint and paper) are made such articles as doll-dresses, bags, dust-cloths, rugs and hammocks for the dolls, looms, aprons, airplanes, automobiles, wagons, picture-frames, furniture for the doll-houses, flower-jars, clothes-pin dolls, stuffed dolls and animals, pan-lifters, candle-holders, beads, door-stops, book-ends, scrap-books, book-marks, baskets, paper-dolls, block-prints, pin-cushions, calendars.

\* \* \*

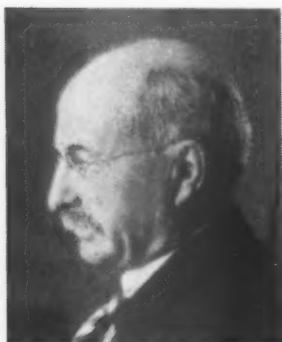
## California School People

Dr. Wm. H. Snyder

BERTHA GREEN, *Dean of Women,*  
*Los Angeles Junior College*

**F**ROM New England, once the center of American culture, the foster-mother of some of the nation's foremost educators, have gone forth men over all the country inspired to give their lives to the development of education.

Among these is Dr. Wm. H. Snyder, the forceful and dynamic head of the Los Angeles Junior College.



William H. Snyder

Born in Maine, educated in Colby College and Harvard University, having engaged in educational work for many years in his native section and for the last twenty years in the state of his adoption, he combines the training, culture and conservatism of the East and the broad vision and progressive spirit of the West.

His experience in teaching began with the principalship of the Littleton, Massachusetts,

High School, following which he taught in the Working Man's School, New York; Worcester Academy, Massachusetts; William Penn Charter School, Philadelphia; and then served for 21 years as principal of Hollywood High School.

During this period he has found time to write and publish many articles on educational and scientific subjects, and is the author of the following books: *Physical Geography*, co-editor with Davis; *A Thousand Problems in Physics*, co-editor with Palmer; *First Year Science*; *Every-Day Science*; *Every-Day Science with problems*; and *General Science*. The latter book is in general use throughout the United States as a junior-high-school textbook.

In the spring of 1929 he was appointed director of the Los Angeles Junior College to organize this new institution and to determine its policies and its aims.

Breaking away from the traditions of the four-year colleges and of most junior colleges, following the path indicated for junior colleges years ago by Dr. Lange, expanding and adapting the idea to present day conditions, Dr. Snyder has formulated a new conception of junior college education which is attracting wide attention.

He holds, briefly, that the junior college has a two-fold aim—**first**, to offer fully the first two years work of the university and thus enable students to get lower division work while still at home.

*Second and most important, the junior college aims to give two years of college work adapted to and designed for students who have neither the time nor money nor academic interest to stay in school for more than two years and at the same time give them a certain amount of skill along some productive line which will enable them to get a start in life.*

Educators are watching his experiment in the Los Angeles Junior College with great interest.

\* \* \*

### A City's School Curriculum

**S**ACRAMENTO city schools have prepared and published an extensive series of printed and mimeographed courses-of-study, representing modern educational thought and the co-operative work of alert teacher groups. There are 40 bulletins ranging from elementary art to junior college science and including the many subjects and activities of the modern school curriculum.

In size the bulletins range from 12 to 187 pages and the prices range from 15c to \$1.50. Complete lists may be secured by addressing the Sacramento city school department.



# Breaking the Lock-Step of Custom

In the Teaching of Reading Through  
Individual Instruction

RAY B. DEAN, *Vice-Principal, David Lubin School, Sacramento*



Ray B. Dean

**D**URING the past 15 years great progress has been made in primary reading. Almost universally effective techniques have been adopted for training primary children how to read.

In contrast with the effective methods used in the primary grades, we have been very tardy in accepting in the intermediate grades the best known techniques for the effective teaching of reading.

Practically every investigation of reading shows that about the fourth grade progress in reading almost stops or slows up markedly. This may be attributed in no small measure to the obsolete, ineffective methods commonly used in teaching reading to upper grade children.

If we administer a standard reading test to a fifth grade class, for example, the results show immediately that not all of the children are of fifth grade level. Some will be found who cannot possibly read effectively above third grade level; others above fourth grade level; many of the class may be of fifth grade reading level; and still others will be of sixth or seventh grade reading level.

If we are to teach reading effectively this brings about the absolute necessity of introducing classroom methods which will enable us to teach each child reading according to the level of his reading ability.

The Sacramento schools have gone far during the past two years in developing effective techniques for individual and remedial instruction in the teaching of elementary reading. It is our experience that the individual method of teaching reading is easy to set up, easy to conduct, and produces considerably better results than the old traditional method.

## How to Set Up a Class in Individual Reading

The first step necessary to individualize reading is to determine each pupil's reading ability in terms of a school grade level. Any good

standard reading test is satisfactory for this purpose. If no tests are available the class can be graded roughly, by having pupils read to the teacher from books of different grade levels until the level is found that represents the most difficult reading each child can do with satisfactory comprehension and speed.

The second step is to have each pupil read many books suited to his reading ability. The best arrangement for carrying out this step is an arrangement such as obtains in Sacramento where libraries have been established in all elementary schools. These libraries not only serve the purpose of giving pupils library instruction, but they also supply the classroom teacher with books to be taken to her room for the individual reading program.

## How to Use Books

It is not absolutely essential, however, to have a well organized library in order to individualize the teaching of reading. The principal's office, a store room, or any central place where teachers may go and select books to fit the abilities of the pupils in their classes, will serve the purpose. Nor is it necessary to have specially selected library books in order to carry out the plan. The sets of readers now provided most schools for supplementary reading are sufficient, if properly distributed and used, to supply quite excellent material for individual reading. Of course, it is more desirable to have interesting story and informational books and these should gradually replace the traditional readers as new books are purchased. The difficulty with the ordinary reader from the standpoint of individual instruction is that the material lacks sustained interest and is not well suited to silent reading.

It is essential to have the available books graded so the teacher choosing them will know which ones to use for each reading level represented in her room. There are several good

graded book lists available which are helpful along this line. Among these are "The Children's Catalogue," "The American Library Association List," the "Winnetka Graded Book List." The Sacramento Elementary Reading Course of Study contains an excellent graded book list in that it is a composite of all of the best available lists.

The next step, after setting up a supply of books, is to let each pupil choose the book he wishes to read so long as it is chosen from the grade level of his reading ability. He should not be permitted to go much above or below his level in selecting the book because reading exercise is much like physical exercise in that the best results are obtained when the exercise is neither too difficult nor too easy but suited to the child's ability.

Once the pupil has made his selection he should ordinarily read the book each day during the reading period until he has completed it. Occasionally a pupil will select a book that has no interest for him and the teacher may find it advisable to let him make another selection. The point here is that a child should not just spend his time skimming first one book and then another, but should learn to read purposefully.

It is desirable to keep a record of the children's reading in order to stimulate diversification and increase interest in reading. The record may be kept on a room record chart so constructed that a star may be placed after each pupil's name when he has given satisfactory evidence of having completed a book. If different colored stars are used for different types of reading (i. e. red for fiction, gold for poetry, blue for non-fiction, etc.) the teacher can guide each pupil into a diversified field of reading. The stars should never be used as an incentive for competition to see who can read the most books, but rather as a visible evidence of scope in reading interests.

#### Simple Check-Ups Are Best

Some simple check-up is desirable to determine whether or not a pupil has read a book intelligently. One of the fallacies of the old method of teaching reading was to assume that pupils learned by the testing that was done after the reading, and therefore a great deal of time was spent questioning them on what they had read. The truth is that any pupil absorbed in reading an interesting book, day after day, is learning to read whether he is tested or not.

For most pupils it is sufficient to ask a few simple oral questions of a general nature on the

book just completed. At the David Lubin School in Sacramento, the teachers have developed tests for more than a hundred different books. These tests are simple multiple-choice and completion tests which a pupil will pass with an 80 to 100% score if he has read the book, and yet which he will fail completely if he has not read the book.

It has been found that, on the average, when a pupil has completed about 15 books he will have raised his reading grade level to the next higher grade. As soon as several pupils have read as many as 15 books they should be re-tested and any pupil whose score shows he warrants it should be allowed to select his reading from the next higher level. Under this system it is not necessary to wait until the end of the semester to "pass" or "fail" a pupil in reading. He may develop as rapidly as he is able or as slowly as he needs and always have his reading fitted to his ability.

#### Some Difficulties to Be Overcome

The problem of obtaining an adequate supply of books for individual instruction in reading is not an easy one to solve. With the state furnishing sets of state readers to each grade, books for a diversified room library must be obtained with the dollar per pupil per year allowance permitted by the state for supplementary books. By careful planning the Sacramento schools have been able, with this dollar per pupil allowance, to build up school libraries with a sufficient number of books to allow each teacher to individualize her reading work. Some school systems have solved the problem by arranging to borrow books from the city or county library.

The required use of state texts is not a handicap to the individual plan and can be turned to an advantage by having a set of state readers in each room to be used for testing speed and comprehension. Such test results are a valuable supplement to standard test scores and serve to help the teacher classify the reading ability of her pupils. If the teacher does not wish to use the state text for testing purposes she may put two or three copies of the state reader for each grade in her room and require each pupil to read, as one of his books, the state reader fitting his level of ability.

Principals may feel that the advantages of this method of teaching reading are not worth the necessary effort to overcome old method prejudices among teachers. While the individual plan does not lessen the work of the teacher it does take away the drudgery because pupils are interested and progress is apparent. If the prin-

principal will help one or two progressive teachers to establish the individual plan he will find that the advantages will soon become known and other teachers will adopt it because it is not difficult to conduct once it is understood, and it changes the reading period from hum-drum routine to a vital interesting experience.

#### A Typical Classroom Set-up in Individual Reading

Perhaps the clearest presentation of the techniques involved in teaching reading on an individual basis can be made by reference to a specific classroom. Let us take a third grade class. On a table at one corner of the room we find copies of the following books used for reading:

The following is a description of a typical reading class. When it is time for reading, monitors get the books from the table and distribute them. Each pupil's book is marked with a paper book mark giving the pupil's name. The children are anxious to get their books and are soon absorbed in their reading because it is easy and interesting.

Occasionally a pupil comes to a word that he doesn't know and raises his hand. The teacher moves quietly to the pupil's desk and helps him with the word. If the teacher is busy with other work the pupil simply copies the word in his vocabulary book along with the page on which it appeared and goes on reading until the teacher can visit him. He may

Author	Title	Grade Level of Book
Adams.....	Five Little Friends.....	2 or 3
Bemister.....	Indian Legends.....	3, 4, or 5
Bianco.....	Little Wooden Doll.....	2, 3, or 4
Bianco.....	Velveteen Rabbit.....	2, 3, or 4
Blaisdell.....	Cherry Tree Children.....	2 or 3
Blaisdell.....	Tommy Tinker's Book.....	2, 3, or 4
Bolenius.....	The Boys' and Girls' Readers.....	3
Carpenter.....	Ourselves and Our City.....	3, 4, or 5
Chance.....	Little Folks of Many Lands.....	2 or 3
Coleman.....	Pathway to Reading.....	3
Collodi.....	Pinocchio.....	4 or 5
Cox.....	The Brownies, Their Book.....	3 or 4
Davidson-Anderson.....	The Lincoln Readers.....	3
Davidson-Anderson.....	The Lincoln Readers.....	4
Davidson-Anderson.....	The Lincoln Readers.....	5
Elson.....	Child Library Reader.....	3
Fryer.....	Our Home and Our Personal Duty.....	3 or 4
Grover.....	Overall Boys.....	3 or 4
Hague.....	Studies in Conduct.....	5 or 6
Hall.....	Red Letter Days and Red Letter Facts.....	3 or 4
Hardy.....	Wagg and Puff.....	Primer
Hardy.....	Surprise Stories.....	1
Hardy.....	New Stories.....	2
Harper.....	Winding Roads.....	4 or 5
Harper-Hamilton.....	Pleasant Pathways.....	3 or 4
Hartwell.....	Story Hour Reader.....	4
Holton-Curry.....	Third Reader.....	3
Kendall.....	First Reader.....	1
Kendall.....	Second Reader.....	2
Kipling.....	Kipling Reader for Elementary Years.....	4 or 5
LaRue.....	Billy Bang Book.....	2 or 3
LaRue.....	In Animal Land.....	2 or 3
LaRue.....	Under the Story Tree.....	1, 2, or 3
Moore.....	Across the Rainbow Bridge.....	3
Patri.....	Pinocchio—The Adventures of a Marionette.....	4 or 5
Perkins.....	Dutch Twins.....	3 or 4
Potter.....	Tale of Peter Rabbit.....	3 or 4
Sidney.....	Five Little Peppers and How They Grew.....	5 or 6
Suzzallo-Freeland.....	Fact and Story Reader.....	1
Suzzallo-Freeland.....	Fact and Story Reader.....	2
Suzzallo-Freeland.....	Fact and Story Reader.....	3
Suzzallo-Freeland.....	Fact and Story Reader.....	4
Thompson.....	Modern School Reader.....	3
Wilkins.....	The Weaver's Children.....	4 or 5

have several words accumulated by the time the teacher is ready for him.

During a part of the reading period the teacher calls children to her desk, one at a time, to read orally to her. She gives each child instruction in oral reading according to his needs while the other members of the class continue with their silent reading. If a pupil needs special remedial help she may give it to him at this time. If several need the same type of remedial help she may call them up and work with them as a group.

As each pupil is called to the desk he brings his vocabulary book with him and after his oral reading the teacher drills him on the words that he has had difficulty with since his last oral reading lesson. In this way each child gets vocabulary drill on the particular words he has found difficult.

A pupil finishes his book and wants to be tested in order that he may choose another book and continue his reading. The teacher is busy with oral reading so she hands him from a file a multiple-choice test which he takes to his seat and brings back when completed.

#### A Good Folder System

The teacher has no time to correct the test now so she puts it in the "finished test" folder and allows the pupil to select another book from those of his ability level. If he passes the test he receives credit for having read the book.

Another pupil wishes to be tested but there is no prepared test for his book so the teacher gives him a book report blank and he follows the same procedure as the first pupil. About five pupils out of the class of 36 complete their books during the period and are either tested orally or given written tests as described.

The last five minutes of the reading period are used for oral reading. Richard has a short interesting story on which he has been practicing for the past two weeks. He has finally reached the degree of proficiency required by the teacher in order to make a class presentation and has been assigned the five minute period today.

He reads the selection excellently and holds the interest of the entire class. The teacher feels that one such oral presentation a month is worth more in developing a good oral reader than twenty of the old "stumbling" type of oral reading lessons in which the reader learned little or nothing, while the class, bored to distraction, developed improper eye movements

attempting to follow silently in order to "keep the place."

At the end of the reading period the monitors return the books to the table where they serve as a powerful incentive throughout the day, since pupils who have completed their work in arithmetic, spelling, etc., are permitted to get their books from the reading table.

\* \* \*

## Opposition to Sales Tax

**F**EDERATED Trades Council of Sacramento recently adopted resolutions opposing sales taxes. The resolutions point out that the general property tax, as levied in California for the support of local government, unfairly discriminates against real estate, thus falling largely on the small home-owner and the farmer.

They furthermore declare that an attempt is being made by certain organizations of the State to shift the burden of taxation to a sales-tax, which would fall largely on the wage earner.

The Council believes that a tax on incomes is the most equitable of all taxes, inasmuch as it is in accordance with ability to pay.

The Council goes on record as opposing any plan which proposes to make a sales-tax bear a large burden of the cost of the state and local governments, but instead favors the idea of a personal income tax established on the basis used by the federal government.

The Secretary of the State Federation of Labor is requested by the Council to co-operate with those who are working in favor of a State income tax.

\* \* \*

## We Note With Pride

**S**IERRA EDUCATIONAL NEWS improves with each issue. We have had many interesting discussions concerning it at Stanford. Comparing it with other periodicals of a like nature we place it at the head of the list.

The materials included cover interests of teachers from kindergarten to the universities. We find that university students are regular readers, too.

With continued best wishes for the Sierra Educational News, I am, Sincerely,

ELEANOR FREEMAN,  
Director, Rural Education,  
San Mateo County



## An English Project

MABEL ALLEN SANFORD  
Fremont School, Alhambra

EVERY teacher of English in the seventh and eighth grades finds the time allotment far too short to cover adequately the oral and written work and the drills on English usage that are so essential to the development of habitually good diction. Time-saving devices are needed here more than in any other department.

I find, by utilizing the odd moments that pupils have between completed work and new assignments, that I can arrange for this very necessary drill. The following plan has proven quite successful, not only from the pupil's satisfaction which comes from definite achievement, but also from the standpoint of technical accomplishments.

I have made a set of cards numbered from one to forty. Each card has on it a different English drill. For instance, one card has a drill on the correct choice of pronouns, another the correct verbs. This set of cards is kept on the study table, where the students can get one at any time.

In making the cards, I made two extra sets of the typewritten exercises, each of which I pasted into separate notebooks. On these with red ink I filled in the correct answers. I chose two of my reliable students to correct the class work by comparing it with the answers in these books. Then I made a chart for each class, with the pupil's name and a small square for the numbers from one to forty.

Whenever a pupil has a few minutes of extra time from any lesson, he gets one of the cards and writes the answers on a separate piece of paper.

This paper he then gives to one of the correcting monitors. This monitor simply makes a check if any error is found and returns the paper to the writer for correction.

### Wholesome Competition

Whenever a paper is all correct, it is given to me, and I cross off that square on the chart for that pupil. Each pupil's effort is to have all of his squares crossed off during the term.

I find that my classes are very enthusiastic about these exercises and consider it somewhat of a competitive game, running races to see who can get the most of the drills correct first. Almost unconsciously they are getting some

very necessary fundamental drill in English usage and are learning to use industriously every minute of their spare time.

An added advantage of this system is that it leaves me more time for individual help towards improvement in their written and oral composition.

These are samples of the exercises used.

#### No. 1. Correct choice of pronouns.

1. It was I — you saw in the street. (who, whom)
2. — called to you last night? (who, whom)
3. Do you know — that man is? (who, whom)
4. — do you want to talk to? (who, whom)
5. Is it I — they want? (who, whom)
6. — do you think that man is? (who, whom)
7. — did you send? (who, whom)
8. — are to blame for that? (who, whom)
9. It is — boys. (us, we)
10. We are not so ambitious for fame as —. (them, they)

#### No. 2. Correct choice of verbs.

1. I have — my lessons well. (done, did)
2. He will — the book on the table. (lie, lay)
3. The bell has —. (rang, rung)
4. I am — on the bed. (lying, laying)
5. She will — him the lesson. (teach, learn)
6. The boy has — home (gone, went)
7. Everyone — here. (is, are)
8. I — go to town today. (will, shall)
9. The hen — on the nest. (sits, sets)
10. That man — live here. (don't, doesn't)

#### No. 3. Correct punctuation.

Copy and punctuate correctly:

1. dont you know who i am
2. you can come and help me a little
3. poor little boy have you lost your mother
4. never mind sonny she will be here soon
5. mother may i go to the store
6. tolstoy a great russian writer desired peace
7. mother father mary and john went to the beach
8. we walked slowly thoughtfully and carefully
9. i came i saw i conquered
10. i have an apple an orange and a potato

#### No. 4. Parts of speech may also be taught this way.

Copy and underline the adverbs.

1. They entered the room slowly and silently.
2. How rapidly time flies.
3. Will she come soon?
4. Father looked at us quickly, and then asked us to show him our cards immediately.
5. I found the door first, and then I ran swiftly to a very safe place.
6. She ran away and was never seen again.
7. All I could do was to wait quietly.
8. There I lay until the water ebbed away.
9. When will you put your papers down?
10. I went early and met many interesting people there.

\* \* \*

### The District Superintendent

**M.** A. GAUER, *district superintendent of schools, Anaheim, presented at the state superintendents convention at Riverside, a research paper of noteworthy excellence on the present status of the district superintendent. We regret that we are unable to publish his lengthy paper in full and here present the following excerpts:*

**T**HE School Code of California creates the office of district superintendent, and it is an office unique in that it may refer to one who is superintendent in charge of just the elementary schools in a district, the secondary schools, or of both elementary and secondary schools, for any board of trustees may employ a district superintendent for one or more schools employing eight teachers or more under their control, and likewise a high school principal may be designated a district superintendent.

According to the directory of California superintendents of schools—January, 1931, there were 135 district superintendents in California who have supervision of elementary schools in their particular districts; 22 district superintendents who are in charge of high schools in their districts; 36 district superintendents superintend both elementary and high schools in their districts; a grand total of 193 in all.

Of the 135 district superintendents superintending just the elementary schools of their districts, 82 also serve their districts in the capacity of principal of an elementary school.

Of the 22 district superintendents who superintend just the high schools of their districts,

and the 36 district superintendents who superintend both elementary and high schools in their districts, 49 serve in the capacity of principal of the high school in that particular district.

According to a table released by the California Department of Education, division of research and statistics, May 14, 1931, the range of salaries of the district superintendents in 176 cases was from \$2100 to \$7500, the median salary \$3912.50, the first quartile \$3372.09, and the third quartile \$4833.33.

Lack of time prevents any investigation on my part which would give you some idea of the professional and educational qualifications of those who occupy the offices of district superintendents in the state of California. Personally, I know of many who hold the master's degree, and a few who have achieved the doctor's degree.

It would seem, from a general survey, that the incumbents of these offices at the present time are well-prepared professionally and scholastically to discharge their many duties satisfactorily, with credit to their districts and the public schools of California as a whole.

The unit of administration which effects the status of the district superintendency is dependent upon a number of factors beyond the control of that office. All of these factors may not operate in every county. Until the patrons and citizens in the various districts are convinced that a reorganization of the units of administration which effect the district superintendency is necessary (and also to their benefit socially, educationally, and financially) the district superintendency will remain much the same as it is, and I believe that is as it should be.

\* \* \*

### Two Poems

#### Grateful

MARY ELIZABETH DONNELLY, *Teacher*  
John Burroughs Junior High School, Los Angeles

**I**'M glad I never knew  
That the last night I spent with you  
Would be our last  
And all life's joy a thing just passed.

#### Hawaiian Sea

**P**ALE pink coral reef, lapped by  
Changing blues of a turquoise sea.  
Long carved jade, from which waves are made,  
Race for a crescent, curving shore.



# AN IDEAL SOCIAL SCIENCE PROGRAM

**For Years 4, 5, and 6**

ATWOOD-THOMAS: Home Life in Far-Away Lands

KELTY: The Beginnings of the American People and Nation

ATWOOD-THOMAS: The Americas

KELTY: The Growth of the American People and Nation

ATWOOD-THOMAS: Nations Beyond the Seas

VOLLINTINE: The American People and Their Old World Ancestors

*NOTE—Two new Kelty books The Old World Beginnings of America and The American Colonies offer alternatives.*

**For Years 7, 8, and 9**

**A UNIFIED COURSE**

## RUGG SOCIAL SCIENCE COURSE

An Introduction to American Civilization (7th yr., 1st sem.)

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A History of American Civilization (8th yr., 1st sem.)

A History of American Government and Culture (8th yr., 2d sem.)

An Introduction to Problems of American Culture (9th yr., 1st sem.)

Changing Governments and Changing Cultures (9th yr., 2d sem.)

## OR A SUBJECT COURSE

ATWOOD: The United States Among the Nations of The World at Work

TRYON, LINGLEY, MOREHOUSE: The American Nation Yesterday and Today, or The American People and Nation (Tryon and Lingley)

TURKINGTON, MUGAN, PRITCHARD: Lessons in Citizenship (7th and 8th yrs.)

HILL: Community and Vocational Civics (9th yr.)

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## Books for Teachers and Other Literature » » »

*Teachers are invited to contribute brief notes concerning literature that has been helpful to them.*

### Foreign Language Teaching

LUCIANO CARRALLOSA, *Oakland*

UNDER the title "Modern Foreign Languages and Their Teaching" has appeared recently a volume of some 600 pages, well-compiled by Professor Robert D. Cole, and nicely printed and bound by Appleton. The purpose of this book, as announced in its preface, is to satisfy the training and service needs of the teachers and to offer solutions for the teaching problems in accord with the findings of the Modern Foreign Language Study—a Carnegie-endowed organization.

It is indeed auspicious that such problems are arousing more and more interest; and though this book may fall a bit short of its praiseworthy aim, it may prove of some help.

We fully agree in that well-planned dictation and properly-selected "realia" should enter in the process of teaching-learning language; but do not acquiesce in that the pronunciation of letters, syllables and words should be learned separately. This procedure is simply a waste of time which could be used for better purpose. Correct utterance alone should be taught.

In the matter of reading, this book seems to advocate the so-much discussed Coleman's report, which recommends more extensive reading and less oral practice. Now, one would think that the reading practice is already too diffuse and that as to speech versus reading there should be no ground for controversy. Speaking, writing and reading should go hand in hand. There are sound psychological and practical reasons for thus bringing into play the collaboration of the senses.

The teaching of grammar is an object of considerable controversy, apparently under the idea that grammar is something different and apart from the language, when, in fact, it co-exists with language as a regulator of its structure.

We all should agree that an adequately-informed teacher, capable of organizing his or her subject under friendly expert guidance and other favorable circumstances, will alone mean the advent of successful methods of teaching. There is no other method panacea!

### Chinatown Quest

The Life—Adventures of Donaldina Cameron

*A review by ROY W. CLOUD*

CAROL GREEN WILSON has made a real contribution to the history of San Francisco and of California in her story of Donaldina Cameron.

For years Miss Cameron, or Lo Mo, "the mother," as she is known to hundreds of thousands of Chinese, has lived and worked in the oriental section of San Francisco.

Hundreds of Chinese girls have been saved from lives of degradation and shame by this gentle sweet-faced woman, who has seemed to



Donaldina Cameron, nemesis of Chinese slave owners, discusses with Immigration Inspector J. R. McGrath the fate of little Choie Lee, just arrived from China. Carol Green Wilson, an interested spectator, is the author of *Chinatown Quest*, just published, the story of Miss Cameron's long fight against the traffic in Chinese slave girls.

know no fear whenever the welfare of a little child was at stake.

Miss Green has told the story in a most interesting manner and has pictured the life of Chinatown in a way that awakens the desire of the reader to visit a section which is alive with human interest.

"*Chinatown Quest*" is published by the Stanford University Press, has 264 pages and many illustrations. It retails at \$3.00.





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## Days of Young Washington

LAURA BELL EVERETT, *Berkeley*

**D**O anniversaries call forth good historical fiction, or does the presence of such fiction emphasize the desirability of commemorating famous dates?

The efforts to celebrate the 200th anniversary of the birth of the illustrious first president of the United States may produce nothing more perfect in its way than a charming bit of fiction for young readers, "In the Days of Washington," by Nancy Byrd Turner, who has done excellent work in both prose and verse.

If the stories read by children could all be written in a style that would reach the



standard set by Miss Turner, the literary taste of this country would be unbelievably improved. Her art, like all good art, is unobtrusive. One admires her effects without knowing how she achieves them.

Richard and Judith Archer, real children, live and fun-loving, sent to visit relatives in the Rappahannock country while their parents go to England, read an advertisement for a lost horse, and hear how the 13-year-old owner, now away at school, will grieve over the loss.

Lucky the fourth, fifth, or sixth grade whose teacher reads aloud the story of how Rick and Judy meet the young Washingtons. Younger classes may enjoy Babs's descriptions of the letters of the alphabet, as she studies near her wishing tree.

Arthur Becher's delicate illustrations and the map of Eastern Virginia, used as end pieces, add much to a thoroughly satisfactory book for young readers. Houghton Mifflin Company, publishers, 1931. 242 pp. \$2.00.

\* \* \*

**B**REWER, Warren and Putnam, publishers, have brought out numerous new volumes in their series of books for young people and children. *Road to Granada*, by Arthur Strawn, is a story of adventure in the days of the Moorish wars in Spain. *Bernt Balchen*, by John Laurence, tells of a Viking of the air. *Boy Campers*, by William Hillcourt, is a handbook of useful campcraft. *Circus*, by Betty Boyd Bell, is a girl's own story of life under the "big top." *All True*, a book for girls, tells actual adventures that have happened to ten women of today.

## Proposed Constitutional Amendment

ROY W. CLOUD

A MEETING was held in Sacramento, Wednesday, January 20, 1932, for the consideration of **new sources of revenue** for the support of public schools. It was presided over by George Selmeyer of Elk Grove, president of the California State Grange, who had called the meeting. Participating in the meeting with the State Grange were,—California Real Estate Association, California Farm Bureau Federation, California Tax Equalization League, California Supervisors Association, California Teachers Association and the State Federation of Labor.

Among those who addressed the meeting were A. E. Grier of San Bernardino, Joseph Hunter of Westwood, Lassen county, Hayden Jones of Fresno, Von T. Ellsworth of Berkeley, Vierling Kersey of Sacramento, Paul Scharrenberg representing the State Federation of Labor, F. L. Thurston and Roy W. Cloud representing the California Teachers Association.

After considerable discussion it was decided that, at a meeting to be held in **San Bernardino on February 18**, an initiative petition for the passage of a constitutional amendment should be formulated and necessary steps inaugurated for its presentation to the people of California.

The resolution, as unanimously passed, was as follows:

**RESOLVED:** That it be the sense of this meeting, that an initiative amendment be submitted to the people of California in November, transferring to the state a larger portion of the cost of operation and maintenance of elementary and high schools, removing the present mandatory, matching county requirements for elementary and high schools.

That the State Board of Education set up a standard, subject to the approval of the Legislature, for the operation and maintenance of elementary and high schools, said standard to be not less than sixty dollars (\$60.00) per a.d.a. for elementary schools and ninety dollars (\$90.00) per a.d.a. for high schools.

And that the Legislature levy a personal income tax and a modified sales-tax to raise the necessary funds to carry out this proposed amendment.

That these taxes shall be **in lieu** of the present ad valorem tax, raised for these purposes.

The income tax would yield approximately 20 million dollars. Among the items suggested for the modified sales-tax were the following:

Cigarettes, 3c .....	\$ 7,500,000
Tobacco, 10c .....	5,000,000
Caps for bottles, 10% .....	2,000,000
Malt extracts, 5% .....	500,000
Cosmetics .....	750,000
Stock transfers .....	1,125,000

**\$16,875,000**

## Placer County Honor Roll

**F**OLLOWING is the list of Placer county schools that are represented by memberships of 100%.—Portia F. Moss, Auburn.

### Elementary

Ackerman	Gold Run
Alpha	Iowa Hill
Alta	Lincoln Union
Alta Vista	Lone Star
Applegate	Loomis Union
Auburn Union	Meadow Vista
Blue Canyon	Monte Rio Joint
Central	Newcastle
Christian Valley	New England Mills
Clipper Gap	Ophir
Colfax	Penryn
Columbia	Rivervale
Drum	Rocklin
Dutch Flat	Roseville
Edgewood	Main Street
Emigrant Gap	Atlantic
Eureka Union	Sheridan
Fair Oaks	Spring Garden
Foresthill	Tahoe Lake
Fruitvale	Valley View

### High Schools

Lincoln Union High
Placer Union High
Roseville Union High

This is the **seventh consecutive year** that Lincoln Union Elementary has had 100%.

\* \* \*

**H. E. Kjollic**, principal, Nevada City high school, reports that his school staff enrolled **100%** some months ago and was the **first school** in Nevada county to have a 100% enrollment.

## In Memoriam

**Guy M. Crump**, head of the industrial arts department, Edison Junior High School, Berkeley.

**Mrs. Alice Winifred McIntosh**, a pioneer Roseville teacher; native Californian; at age 69. Her home is one of Roseville's landmarks.

**Mrs. Henry Case** of Pasadena, director of the Playground Association of Pasadena; State Chairman of Recreation, P. T. A., 1924-28; a leader in California child-welfare work.

**Franz Dieks**, 64, director of music, Sacramento High School; for the past 12 years prominent in Sacramento musical activities.

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*By Jones and Holtsclaw*

A foundational course for use in ninth- or tenth-grade classes that is rich in permanent life values and functional skills.

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**Cocoons** of Polyhemus, Cecropia, Cynthia, Promethea, assorted: 5 for \$1; 10 for \$1.75; 15 for \$2.25; 25 for \$3.50; 50 for \$6. Luna, 70 cents each; 3 for \$1.85. Automeris Io, 35 cents each; 3 for \$1. Mexican moth (jorulla), 75 cents each; 3 for \$2. Transportation paid.

*These guaranteed cocoons are ideal for California kindergartens, primary classes, elementary-science, nature-study and agricultural classes, scouts, camp-fire girls, and other nature groups.*

## C. T. A. Bay Section

100% Schools to January 9, 1932

### Alameda County:

Alvarado  
Alviso  
Antone  
Castro Valley  
Centerville  
Decoto  
Edenvale  
Emeryville:  
Anna Yates School  
Sutter School

### Green

### Hayward:

Burbank School  
Fairview School  
Hayward Highlands  
Muir  
Pacific Primary

### Independent

Inman  
Irvington  
Lincoln  
Livermore  
May

### Midway

### Mission San Jose

### Mocha

### Mountain House

### Mowrey's Landing

### Mt. Eden

### Murray

### Newark

### Palomares

### Pleasanton

### Redwood

### Russell

### San Leandro:

### McKinley

### Roosevelt

### Washington

### San Lorenzo:

### Ashland

### San Lorenzo

### Sunset

### Summit

### Tennyson

### Townsend

### Valle Vista

### Warm Springs

### Amador Valley Joint

### Union High School

### Washington Union

### High School

### Albany City Schools

### 100%

### Cornell School

### Marin School

### Herbert Hoover Junior

### High School

### Piedmont City Schools

### 100% for the 12th

### year

### Piedmont High School

### Frank C. Havens School

### Egbert W. Beach

### School

### Wildwood School

### Contra Costa County:

Ambrose  
Avon  
Bay Point  
Bradford  
Brentwood-Deer Valley  
Union

### Byron, Briones Valley

### Concord, Canyon

### Clayton Valley, Cowell

### Oakley

### Oak Grove, Mt. Diablo

### Orinda Union

### Pleasant Hill

### Port Costa

### San Ramon

### Selby

### Sheldon, Tassajara

### Vasco, Vine Hill

### Walnut Creek

### Liberty Union High

### School

### San Ramon Union High

### School

### Richmond City 100%

### Lincoln

### Grant

### Peres

### Washington

### Fairmont

### Woodrow Wilson

### Steger

### Harding

### Nystrom

### Pullman

### Kensington

### Richmond Union High

### School

### Roosevelt Junior High

### School

### Longfellow Junior

### High School

### Richmond Continuation

### High School

### Lake County 100%:

### Blue Lakes

### Burns Valley

### Cobb Valley

### East Lake

### Glen Eden

### Kelseyville Union

### Lakeport Union

### Loconomi

### Long Valley

### Lower Lake

### Lucerne

### Middletown Union

### Morgan Valley

### Mountain

### Spruce Grove

### Upper Lake Union

### West Lake

### Clear Lake Union

### High School

### Kelseyville Union

### High School

### Lower Lake Union

### High School

### Middletown Union

### High School

### Upper Lake Union

### High School

### Marin County:

### Aurora

### Belvedere

### Black

### Black Point

### Bolinas Union

### Burdell

### Chileno Valley

### Clark

### Dixie

### Fairfax

### Ft. Barry

### Franklin

### Halleck

### Inverness

### Kentfield

### Laguna Joint

### Lagunitas

### Loma Alta

### Marshall

### Mill Valley:

### Summit Avenue

### School

### Tamalpais Park

### Homestead

### Nicasio

### Novato

### Olema

### Pierce

### Point Reyes

### Ross

### Salmon Creek

### San Jose

### San Anselmo:

### Main School

### Yolandsdale

### Red Hill

### San Pedro

### San Quentin

### Stinson Beach

### Tiburon

### Tomales

### Union

### Tamalpais Union High

### School

### Tomales Joint Union

### High School

### San Rafael City:

### Fourth Street Grade

### School

### B Street

### Coleman School

### Short

### West End Primary

### Napa County:

### American Canyon

### Crystal Springs

### Gordon Valley

### St. Helena Union

### Mount Veeder

### Napa:

### Intermediate School

### Oat Hill Joint

### Olive

### San Joaquin County:

### Alpine

### Atlanta

### August

### Bellota

### Collegeville

### Four Tree

### Garden

### Independent

### Live Oak

### Lodi:

### Emerson

### Garfield

### Lincoln

### Needham

### Salem

### Lone Tree

### Rustic

### Tracy:

### Central School

### South School

### Van Allen

### San Mateo County:

### County Supervisory

### Staff

### Alpine

### Belmont

### Burlingame:

### McKinley

### Roosevelt

### Howard Avenue

### Coolidge

### Hoover

### Pershing

### Greensburg

### Half Moon Bay

### Higgins

### Hillsborough

### Jefferson:

### Woodrow Wilson

### Vista Grande

### Crocker

### General Pershing

### Jefferson

### Thornton

### Las Lomitas

### La Vista Union:

### Bell

### La Honda

### Seaside

### Menlo Park

### Central

### Fremont

### Millbrae:

### Lomita Park

### Millbrae

### Miramar

### Montara:

### Moss Beach

### Montara

### Pescadero

### Pigeon Point

### Pilarcitos

### Pompino

### Portola

### Purissima

### Ravenswood

### Redwood City:

### McKinley Elementary

### McKinley

### Intermediate

### Lincoln

### Central

### Washington

### Garfield



Rockaway Beach  
 San Bruno Park:  
   Northbrae  
   Edgemont  
 San Carlos:  
 San Mateo:  
   Central  
   Peninsula Avenue  
   Turnbull  
   Park  
   Lawrence  
   Borel  
   Beresford  
 San Pedro  
 South San Francisco:  
   Magnolia Avenue  
   Grand Avenue  
   Martin Primary  
 Tunis  
 Visitation:  
   Bay Shore  
   Brisbane  
 Surr  
 Half Moon Bay Union  
   High  
 Jefferson Union High  
 Pescadero Union High  
 San Mateo Junior  
   College  
 Sequoia Union High  
 South San Francisco  
   High

**Santa Clara County:**

Adams  
 Almaden Union  
 Alum Rock Union  
 Berryessa Union  
 Cambrian  
 Campbell Union  
 Cupertino Union  
 Gilroy:  
   David Starr Jordan  
   School  
   Benjamin Ide Wheeler  
   Sarah Severence  
   Chas. W. Elliot  
 Jackson  
 Jefferson Union  
 Llagas  
 Morgan Hill  
 Oak Grove  
 Orchard  
 Palo Alto:  
   Lytton School  
 Prunedale  
 San Ysidro  
 Gilroy Union High  
 Live Oak Union High  
 Los Gatos Union High

**Solano County:**

Allendale  
 Crescent Island  
 Currey  
 Dixon  
 Dover  
 Elmira  
 Fairfield  
 Grant  
 Liberty  
 Maine Prairie  
 Peaceful Glen

Pleasants Valley  
 Rio Vista Joint  
 Ryer  
 Sliveyville  
 Suisun  
 Tremont  
 Willow Springs  
 Wolfskill  
 Armijo Union High  
 Benicia High  
 Dixon Union High  
 Rio Vista Joint Union  
   High

**Sonoma County:**

Alexander  
 Alpine  
 Arcadia  
 Bay  
 Bliss  
 Bodega  
 Burnside  
 Canyon  
 City of Santa Rosa:  
   Annex  
   Lincoln  
   South Park  
 Coleman Valley  
 Creighton Ridge  
 Del Mar  
 Dirigo  
 Duncan's Mills  
 Eucalyptus  
 Eureka  
 Forestville  
 Franz  
 Gold Ridge  
 Grant  
 Grape  
 Green Valley  
 Hall  
 Hamilton  
 Healdsburg  
 Horicon  
 Huichica  
 Jenner  
 Jonive  
 Joy  
 Junction  
 Kidd Creek  
 Lafayette  
 Lakeville  
 Lambert  
 Lone Redwood  
 Maacama  
 Marin  
 Mark West  
 Montgomery  
 Mountain  
 Mount Jackson  
 Occidental  
 Ocean  
 Ocean View  
 Payran  
 Pena  
**Petaluma: 100%**  
   Lincoln  
   McKinley  
   Philip Sweed  
   Washington  
   Petaluma Junior  
   High  
 Pleasant Hill

Potter  
 Preston  
 Reservation  
 Ridenhour  
 Riebli  
 Rodgers  
 Santa Rosa  
 Sheridan  
 Sonoma  
 Sotoyome  
 Spring Hill  
 Stewart's Point  
 Strawberry  
 Tarwater  
 Todd  
 Tule Vista  
 Two Rock Union:  
   Iowa  
   Two Rock  
 Vine Hill  
 Washington  
 Watson  
 Wilfred  
 William Booth  
 Wilson  
 Windsor  
 Continuation High,  
   Santa Rosa  
 Healdsburg High  
 Petaluma High  
 Cotati Branch Junior  
   High

**Stanislaus County:**

Belpassi  
 Bonita  
 Central  
 Ceres  
 Cole  
 Emory  
 Fairacres  
 Hart  
 Hughson  
 Jackson  
 Jennings  
 Jones  
 Keyes  
 Lafayette  
 La Grange  
 Laird  
 Lowell  
 McHenry  
 Milnes  
 Mitchell  
 Mountain View  
 Newman:  
   Yolo School  
   P Street School  
 Oakdale Union:  
   Departmental  
   West Side Primary  
   East Side Primary  
   Roddan  
 Paradise  
 Patterson:  
   Las Palmas  
   Northmead  
 Prescott  
 Ransom  
 Riverbank  
 Roberts Ferry Union  
 Robinson  
 Rosedale

Roselawn Joint  
 Rowe (Hickman)  
 Salida  
 Shiloh  
 Stanislaus  
 Tegner  
 Valley Home Joint  
 Washington  
 Denair Union High  
 Turlock Union High  
**Tuolumne County:**  
 Chinese Camp  
 Corner  
 Moccasin Creek  
 Rawhide  
 Tuttle town  
 Twain-Harte  
**Alameda City:**  
 Alameda Girls Home  
 Everett School  
 Haight  
 Lincoln  
 Longfellow  
 Mastick  
 Sadler  
 Versailles Primary  
 Washington  
 Alameda High School  
 Americanization Dept.  
**Berkeley:**  
 Columbus  
 Cragmont  
 Franklin  
 Hillside  
 John Muir  
 Le Conte  
 Lincoln  
 Washington  
**Modesto:**  
 Capitol  
 Franklin  
 John Muir  
 Lincoln  
 Washington  
 Wilson  
**Oakland:**  
 Allendale  
 Bella Vista Annex  
 Chas. Burckhalter  
 Campbell  
 Central Trade  
 Cole  
 E. Morris Cox  
 Dimond Heights  
 Franklin  
 Frick Junior High  
 Garfield Junior High  
 Glenview  
 Golden Gate Junior  
   High  
 Alexander Hamilton  
   Junior High  
 Bret Harte Junior High  
 Hawthorne  
 Highland  
 Highland Evening  
 Lafayette  
 Lincoln  
 Horace Mann  
 Edwin Markham  
 Maxwell Park  
 McChesney

Susan McFeeley  
Montclair  
Parker  
Sequoia  
Elisabeth Sherman  
School  
John Swett  
Toler Heights  
Tompkins  
Webster  
Whittier

**San Jose:**

Continuation School  
Peter H. Burnett Junior  
High  
Herbert Hoover Junior  
High  
Woodrow Wilson Junior  
High  
Anne Darling School  
College Park  
Gardner  
Grant  
Hawthorne  
Hester  
Jefferson  
Lincoln  
Lowell  
Washington

**Stockton City 100%:**

Supervisory Staff  
Stockton High School  
Continuation High

Bungalow  
Luther Burbank  
Eldorado  
Fair Oaks  
Franklin  
Fremont  
Grant  
Lottie Grunsky  
Hazelton  
Jackson  
Jefferson  
Lafayette  
Lincoln  
McKinley  
Monroe  
Prevocational  
Roosevelt  
Victory  
Washington  
Weber  
Weber Primary  
Woodrow Wilson  
Bret Harte  
Preventorium

**Vallejo:**

Vallejo High School  
Bay Terrace School  
Charles F. Curry  
School  
Farragut School  
Roosevelt  
McKinley

\* \* \*

**C. T. A. Southern Section**

100% Membership for 1932,  
As of January 14, 1932

*This list does not include schools reported in  
previous issues of Sierra Educational News.*

**Imperial County:**

Imperial Union  
Meloland  
Mt. Signal  
Westside

**Inyo County:**

Aberdeen  
Olancho  
Cartago  
Darwin  
Manzanar  
Milton  
Owenyo  
Pleasant Valley  
Round Valley  
Station  
West Bishop  
Bishop Union High  
School

**Los Angeles County:**

Calabasas  
Clearwater:  
Roosevelt School  
Los Cerritos School  
Covina City School Dis-  
trict (including High  
School)  
Downey

Elizabeth Lake  
El Segundo  
Esperanza  
Hawthorne  
Jefferson School District  
Keppel Union  
La Canada  
LaVerne Heights  
Little Lake  
Los Nietos  
Palmdale  
Rogers  
San Gabriel  
Sierra Madre  
South Santa Anita  
South Whittier  
Spadra  
Temple School  
Tierra Bonita  
West Covina

County Superintendent's  
Office  
Claremont High School  
District  
El Monte Union High  
School  
Excelsior Union High  
School

**Puente Union High  
School****Alhambra City Schools:**

Alhambra High  
School  
Fremont  
Garfield  
Granada  
Marguerita  
Emery Park  
Burbank City Schools

**Glendale:**

Eleanor J. Toll Junior  
High School  
Woodrow Wilson  
Junior High School  
Balboa Elementary  
Cerritos  
Columbus  
Thomas A. Edison  
Eugene Field  
Benjamin Franklin  
John C. Fremont  
Glenoaks  
Thomas Jefferson  
Mark Keppel  
Magnolia  
Horace Mann  
John Marshall  
John Muir  
Verdugo Woodlands  
Crescenta  
Herbert Hoover High  
School  
Huntington Park City  
School District  
Long Beach City  
Schools  
Montebello

**Pomona:**

Alcott School  
Garey  
Hamilton  
Roosevelt  
San Antonio  
Washington

**Pasadena:**

Altadena  
Luther Burbank  
Emerson  
Ulysses S. Grant  
Alexander Hamilton  
Andrew Jackson  
Linda Vista  
Henry W. Longfellow  
James Madison  
Roosevelt School for  
Handicapped  
Children  
San Rafael  
Junipero Serra  
George Washington  
Daniel Webster  
Frances E. Willard  
Charles W. Eliot  
Junior High School  
John Muir Technical  
High School  
Visual Education  
Department

**South Pasadena City  
Schools  
Whittier Schools****Los Angeles City  
Schools:**

Belvedere  
Burnside  
Carson Street  
Central Avenue  
Eastman  
Florence  
Granada  
Harrison Street  
Melrose Avenue  
Meridian Street  
Miramonte  
Palo Verde  
Rockdale  
Roscoe  
Third Street  
Thirty-second Street  
Valley View  
Wadsworth Street  
West Vernon  
William McKinley  
Junior High School  
James A. Garfield  
High School  
Special Divisions:  
Art  
Course of Study  
Home Economics  
Industrial Arts  
Kindergarten and  
Primary Grades  
Manual Education  
Modern Languages  
Orchestra  
Primary Manual Arts  
Salesmanship  
Speech Correction  
Student Body Finance

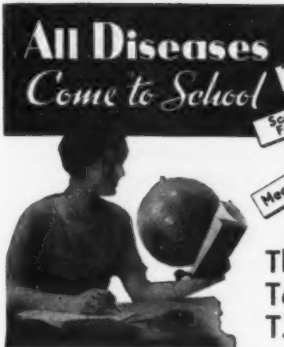
**Orange County:**

Huntington Beach  
Katella  
Orange:  
Lydia D. Killefer  
West Orange  
Orangethorpe  
Paularino  
San Joaquin  
Savanna  
Huntington Beach  
Union High  
Orange Union High  
Tustin Union High  
Anaheim:  
La Palma  
Citron  
Broadway

**Riverside County:**

Alvord  
Antelope  
Cabazon  
Coachella  
East Vale  
Eden  
Edom  
Ferndale  
Hamilton

**All Diseases  
Come to School**



Typhoid Fever  
Scarlet Fever  
Measles  
FLU  
Whooping Cough  
Mumps  
Diphtheria  
Small Pox  
Chicken Pox

**That's Why All  
Teachers Need  
T. C. U. Protection**

A teacher is always in danger of losing time on account of personal quarantine, sickness or accident, and perhaps having big doctor bills to meet. New teachers especially take a big chance when they do not carry protection against loss, as a result of sickness, accident or quarantine.

### Get Under the T. C. U. Umbrella

Thousands of teachers solve the protection problem and end worry by getting under the T. C. U. Umbrella. Then when rainy days come their way, the T. C. U. provides them an income. The Teacher Casualty Underwriters is a national organization of teachers for teachers. Its members have constant protection against loss of time, due to accident, sickness or quarantine, at very low cost—only a few cents a day.

Before sickness, accident or quarantine makes it necessary for you to exhaust your savings or borrow money, get under the T. C. U. Umbrella. Write for full details today.

### Teachers Casualty Underwriters

456 T. C. U. Building

LINCOLN, NEBRASKA

### The TRUCK Beautiful

*"A thing of Beauty is a Joy forever"*

A beautiful piece of furniture for the School Library, pleasing to the eye—yet sturdy and strong, light in weight and easily handled.

The school librarian will appreciate the convenience of a Book Truck in moving books about, and in shelving them, whether the Library is large or small.

Height 36"—Length 30½"—Width 13¼". Lower shelf is 13½" above floor. 14" between shelves.

Built of Oak in light or dark finish. Castors are Colson Ball Bearing 4" in diameter—two swivel and two fixed. Furnished with four swivel castors on order.

No. 25 Truck, light or dark Oak, \$24.75 f. o. b. Syracuse, N. Y., or Stockton, California. With Freight paid, \$28.00. Appreciable discounts on quantity orders.

**GAYLORD  
BROS., Inc.**



Library Equipment

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New York  
STOCKTON  
California

### The Perry Pictures

Help your pupils learn a good deal about Washington this month as we celebrate the Two Hundredth Anniversary of his birth. 1732-1932.

Send 50 cents for 20 pictures of Washington and other pictures suitable for use in the celebration and 5 art subjects. Size 5½ x 8.

No two alike.

Send \$1.25 for a large picture of Washington.



The Angelus

Millet

**ONE CENT SIZE.** 3 x 3½. For 50 or more.

**TWO CENT SIZE.** 5½ x 8. For 25 or more.

Send 50 cents for 25 Art Subjects, or 25 for children. Size 5½ x 8.

#### February Birthdays

Washington, Lincoln, Longfellow, Lowell, Dickens, their homes, etc. Send 50 cents for a set of 25 size 5½ x 8. No two alike. Or order 50 of the 3 x 3½ size. Assorted as desired. Every child should have a picture of Washington.

**Catalogues** Send 15 cents in coin or stamps for 64-page Catalogue of 1600 miniature illustrations.

**The Perry Pictures Co. BOX 47.**

Malden, Massachusetts



Accredited by the State as a teacher-training institution.

### Spring Term in Session

January 4 to May 7, 1932

Complete professional training leading to the Bachelor's degree in

**ART EDUCATION**—for teaching the arts and crafts in California high schools.

**APPLIED ARTS**—advertising and poster art, design, illustration, costume design, interior decoration, etc.

**FINE ARTS**—painting and sculpture.

**SPECIAL NEW BUILDING FOR  
EVENING & SATURDAY CLASSES**

*Write for illustrated catalog—mention  
your special interest.*

**F. H. MEYER, Director**  
BROADWAY AT COLLEGE AVENUE  
OAKLAND, CALIFORNIA

Hemet Valley Union:  
Hemet Union  
Elementary  
Hemet Union Junior  
High  
Hemet Union High

Lakeview  
Menifee  
Oasis  
Thermal  
Union Joint  
Val Verde  
Wildomar  
Etsinore Union High  
San Jacinto Union  
High

Riverside City:  
Chemawa Junior  
High  
Grant  
Independiente

#### San Bernardino County:

Adelanto  
Bagdad  
Barton  
Big Bear Lake  
Bryn Mawr  
Camp Baldy  
Central  
Cima  
City Creek  
Del Rosa  
Fairview  
Fallsvale  
Harper Lake  
Helendale  
Kramer  
Lucerne  
Mountain View  
Oak Glen  
Oro Grande  
Osdick  
Summit-Crestline  
Terrace Union  
Trona

Union Joint (also  
recorded under  
Riverside County)

Upland:  
Tenth Street School

Warm Springs  
Wrightwood  
Yermo  
Yucaipa  
Ontario

Redlands—All but the  
Junior High School

San Bernardino City:  
Detention Home

Needles—5th year, 100%

#### San Diego County:

Bonsall Union  
Dehesa  
Lakeside Union  
Monument  
National City Schools  
Otay  
Ramona Union  
South Bay Union  
Warner  
Oceanside-Carlsbad  
Union High

San Diego City:  
Pacific Beach Junior  
High  
Alice Birney  
Luther Burbank  
Central  
Chollas  
Franklin  
Fremont  
Garfield  
Jackson  
La Jolla Elementary  
Lincoln  
John Muir  
Ocean View  
Sorrento

#### Santa Barbara County:

Hope  
Santa Maria  
Lompoc Union High  
Santa Barbara City:  
Franklin  
Garfield  
Harding  
Jefferson  
La Cumbre  
Lincoln  
McKinley  
Peabody  
Roosevelt  
Wilson  
Kindergartens  
Supervisors and  
Administrators

#### Ventura County:

Mound  
Oxnard:  
Theodore Roosevelt  
Woodrow Wilson  
Haydock  
Santa Paula Schools  
Saticoy  
Moorpark Union High  
Santa Paula Union  
High  
Ventura City:  
Lincoln School  
May Henning  
Sheridan Way

## New State Revenues Needed

Resolution Adopted by the Council of Northern  
Section, C. T. A., Sacramento, January 8, 1932

**W**HEREAS the cost of government has  
risen rapidly in recent years because of  
the demand for increased educational facilities  
and other social services; and,

Whereas the general property tax, as levied  
in California for the support of local govern-  
ment, unfairly discriminates against real estate,  
obtaining 76% of its returns from 28% of the  
wealth of the state; and,

Whereas taxation should be collected accord-  
ing to ability to pay; and,

Whereas the distribution of wealth does not  
at all correspond to the distribution of children  
throughout the state; and,

Whereas the state's share of the operating  
expenses of the schools has fallen in recent  
years from 54% to 15%; now therefore be it:

Resolved by the Council of the Northern Sec-  
tion of the California Teachers Association that  
we favor the establishment of a **personal income  
tax**, without exemption of state employees; which  
tax will enable the state to assume a larger  
proportion of the costs for education by means  
of the establishment of an equalization fund;  
and be it further

Resolved that the **limitation on the general  
property tax** be provided so that taxation may  
not be pyramided as the revenue from the per-  
sonal income tax is substituted for that now  
obtained from general property; and be it  
further

Resolved that we offer our active co-opera-  
tion to such other organizations as are work-  
ing for the attainment of these objectives.

\* \* \*

Otis E. Wilson, principal of Yreka high school,  
reports that the staff of his school is enrolled  
100% in C. T. A. for 1932. He also states that  
in the beginning clothing class at the school,  
**color readings** are being given to each girl. The  
class has begun a new problem,—a cotton print  
dress for school wear.

\* \* \*

### An Extended Extension Course

**S**O interesting and important has an autumn  
course proven, at the San Francisco State  
College, that the class asked unanimously that  
it be continued in 1932. At the conclusion of a  
dinner given in honor of the instructor, **A. J.  
Cloud**, a resolution was unanimously voted for a  
continuation of this course on "Problems in Pub-  
lic Relations." Mr. Cloud is also chairman of the  
C. T. A. state committee on public relations.

**Washington Programs**

A Complete and well-balanced  
Washington Program for each Grade.  
New Recitations, Plays and Dia-  
logues. New Washington songs set  
to familiar tunes. Suggestions for  
simple staging and costuming. \$1.50.

**NOBLE & NOBLE, Publishers,**  
76 Fifth Ave., New York.



## Making Larger Leisure an Asset

MAJOR GEORGE W. BRADEN, *Western Representative,  
National Recreation Association, Pasadena*

**A**RE you getting ready for the larger leisure? The five-day work-week and the six-hour work-day are coming—in fact are here—are in operation in a large number of industrial plants in widely scattered cities.

Some say that the magic of scientific and inventive skill will compel us to finally come to a four-hour working-day, as a matter of economic and social necessity.

Are you preparing yourself to get the greatest true happiness out of your increased spare time? Or will you waste the precious leisure by chasing phantom pleasures, burning yourself up with noisy excitement, or be dumb and flabby enough to be only a bench-warmer getting second-hand thrills watching some one else "biff the ball"?

*I look for a tremendous increase in democratic popular participation in sports. Our public recreation facilities will carry double the present load within five years. Sport participation will be pushed ten years further along in life on the part of both men and women.*

There will be a great increase in the scope and variety of sports engaged in by women. Women are already excelling in tennis, swimming, dancing, archery, crews, winter sports, field hockey, bowling, horseback riding and

pistol shooting—and crowding Bob and Dad for the laurels.

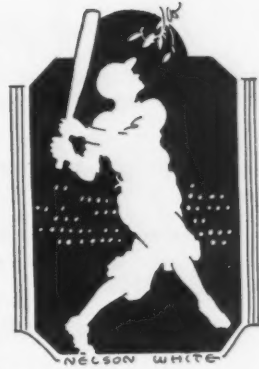
Increasing numbers of women are fencing, curling, playing hand-ball and shuffleboard, and even pitching horseshoes! Growing numbers are participating in volley-ball, basket-ball and even base-ball.

The playing fields of the nation must needs be expanded to provide for thousands where hundreds are accommodated at present. The growing multitude will demand full opportunity under public auspices to enjoy vigorous, skilled activity in wind and sunshine.

**Every waterway and beach will be taxed by the hungry for aquatic sports and pastimes. All beach frontage will be called for as a public heritage and a public necessity.**

There will be mass appreciation and participation in arts and crafts, nature lore and contacts, music, drama and the social arts. Home gardens, hobbies and scientific experimentation will expand.

Creative self-expression will constantly push out selfish commercial exploitation as the tang, zest, and bouyancy of self-release is felt.



*Playing baseball is always better  
than watching it*



*Here is a checker tournament in a neighborhood community-house; wholesome fun at little cost.*

**E**DUCATION will give vast attention to the avocations in training the masses for the extra leisure. Great merchants will play with the community players. Street sweepers will know Beethoven and join in the village symphony.

Flowers will be cultivated by every Tom, Dick and Harry and nod at passersby from every backyard garden. The hunger for roses on the wall of the thatched cottage will be dreams come true.

Look up! All above the horizon **you own**. No taxes to pay. No assessments. Morning glow and sunset gold! The symphony of the stars! Life, love and laughter are for all who **look up!**

## An International Play

### As the Meeting of the Council of the League of Nations Might Have Been

A one-act play presented to the McKinley School Student Body at the Armistice Day program.

*Written by the Eighth Grade of the McKinley School, San Gabriel, Helen P. Doak and Nina E. Gridley, Teachers.*

#### Situation Out of Which the Play Grew

A REGULAR time is devoted to current events during the social studies period each week in the eighth grade. During the week of September 28 the committee appointed to lead the current event discussion became intensely interested in the Manchurian situation. The class has a yearly subscription to the News Review, Current Events, News Outline, and the Literary Digest.

Most of the material obtained for the report by the committee was obtained from the News Review, the headlines of which on September 28 were—"Japan Seizes Manchurian Capital—China Appeals to League Council." A report was given by one member of the committee on this article. The class seemed interested.

The next week, October 5, a second article appeared in the News Review with headlines, "League Debates Chinese Crisis." On the second page pictures of General Phiang Kai Shek of China, the Japanese troops, and a map of the warring section of Manchuria appeared. The class became very enthusiastic over the situation.

The questions of impending war stimulated their imaginations. They began to follow the daily papers as well as the weekly ones received in class. Other articles and pictures were brought

in. A discussion of the League of Nations developed.

On October 19 similar articles appeared, while on October 26 the committee reported with renewed vigor on an article about Prentiss Gilbert, United States Consul at Geneva, and his participation in the Council.

At previous meetings of the Literary Club the group had written and presented two short plays based on fiction. This type of activity seemed to appeal to them, particularly the drawing of the stage setting. When a program for the Literary Club was being planned one child enthusiastically stated that he was going to write a play about the Manchurian situation. Another child soon followed with the comment that the entire world might be drawn into this war.

The question was then asked by the teacher, "But what great organ of peace is trying to lead these countries away from war?"

#### The Martyrdom of Woodrow Wilson

The immediate response was, "The League of Nations." This was followed by many volunteer statements about the League. The teacher told how Woodrow Wilson's fondest hopes were shattered by his country's refusal to join the League, and how he died a broken-hearted man. She told how Mrs. Wilson, in memory of her husband's greatest achievement, spent much time in Geneva, and took pleasure in attending the League's meetings where representatives with the finest minds in the world gathered in the interest of peace.

AT the conclusion of the above, one boy hurried to the table on which was kept the current material to get an article containing a picture of the Council in session. The men in the picture were discussed and an effort was made to identify them.

The boys were particularly interested. The child who previously had volunteered a play for the club program decided he wanted to use the picture for a stage setting. He served as chairman during the writing of the play, and was



Here is a meeting of the McKinley School Eighth Grade Council of the League of Nations—the finest type of training in world citizenship and the brotherhood of man.

very anxious to take the role of Briand. He called for volunteers to take the parts of the delegates. The children tried to get the exact names and conversations of these representatives.

The play was presented to the literary club, at which time it was considered worthy of presentation at a school assembly. Soon after this the eighth grade class was given the opportunity to present the Armistice Day assembly program. Since the League's keynote of peace was so strongly sounded at the Council's meeting, the play was considered especially appropriate for the assembly held in honor of Armistice Day. Hence the play was presented at that program. At the assembly performance girls were substituted in the non-speaking parts, since the group desired to give them an equal opportunity to contribute before the entire school.

### The Play

PLACE—Geneva, Switzerland.

OCCASION—Meeting of the "Council of the League of Nations" to discuss the Manchurian situation.

CHARACTERS<sup>1</sup>—Aristide Briand, President.

Sir Eric Drummond, Secretary.

Dr. Alfred Sze, Representative from China.

Kenkichi Yoshisawa, Representative from Japan.

Prentiss Gilbert, an interested observer from the United States.

Mrs. Woodrow Wilson, an honored visitor from the United States.

Representatives from Germany, Great Britain, Guatemala, Irish Free State, Italy, Norway, Persia, Peru, Poland, Spain, Yugo-Slavia and Venezuela.

SCENE—The play opens with the group seated around the table.

**Pres. Briand:** (rapping for order.) Will the meeting of the "Council of the League of Nations" please come to order? Members and friends of the League—before proceeding with the business, I should like to introduce our honored guest, Mrs. Woodrow Wilson, who is the wife of the late Woodrow Wilson, famous President of the United States and founder of this League. Almost every year Mrs. Wilson visits Geneva in order to be present at our meetings. Mrs. Woodrow Wilson. (Stands and bows while members applaud.)

**Pres. Briand:** You know that it is the purpose of "The League of Nations" to settle all disputes by peaceful means. Today we have before

us one of the most serious problems that has ever confronted the League—the dispute between China and Japan over Manchuria. Will the representative from China please present his case? Dr. Sze.

**Dr. Sze:** Pres. Briand, members and friends of the Council of the League of Nations—a serious situation has arisen in my country, China. Japan has been sending her troops into Manchuria. Since their arrival actual fighting has taken place. We are unaware of what Japan's real reason for this may be. We appeal to the League of Nations for help.

**Pres. Briand:** Honorable Kenkichi Yoshisawa. Will you please give your explanations or suggestions?

**Kenkichi Yoshisawa:** President Briand, members and friends of the Council of the League of Nations. For many months my country, Japan, has felt it necessary to send troops into Manchuria to protect our interests. Unless China can assure us that the rights of the Japanese people living in that country will be respected we shall consider it necessary to use military force.

**Prentiss Gilbert:** President Briand, members and friends of the Council of the League of Nations. May I say a few words about war? It has been only 13 years since my country, the United States, was engaged in the World War. We are still suffering the ill effects of it, due not only to the distress which comes from loss of money, but also, from the deep sorrow which the loss of many lives brings to a nation. (Members of the League nod in approval.)

**Representative from Great Britain:** President Briand, members of the Council of the League of Nations. Due to this war my country, Great Britain, is facing a grave situation. Our taxes are very high and many men are unemployed.

**Representative from Germany:** President Briand, members and friends of the Council of the League of Nations. The condition in my country, Germany, is even worse. I cannot begin to tell you how disastrous war is.

**President Briand:** Honorable Yoshisawa. You have heard the trouble and suffering which war brings to a nation. Remember, nothing ever has been accomplished by war which could not have been achieved by peaceful means.

**Dr. Sze:** I am sure my country can guarantee safety to Japanese citizens if we are given more time to investigate the situation.

**Representative from Spain:** President Briand. I make a motion that Japan withdrew her troops by November 16, thus giving China an opportunity to settle the trouble peacefully.

**President Briand:** Members of the Council of the League of Nations. You have heard the motion that Spain has made. Is there a second to it?

**Representative from Italy:** I second the motion.

**President Briand:** Will the secretary take the

1. *Literary Digest*, October 24, 1931, p. 5.  
*The World Almanac*, 1931, p. 47.

vote? (Secretary calls the roll and the vote stands 13-1<sup>2</sup>.)

**President Briand:** Honorable Yoshisawa. You have heard the wish of the League.

**Kenchiki Yoshisawa:** President Briand and members of the Council of the League of Nations. I shall take the attitude of the League of Nations back to my country. I hope that they will be able to abide by it.

(Curtain)

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"United States and the League of Nations," **Foreign Information Service**, July 9, 1930.

"Why Our Finger Is in the Manchurian Pie," **The Literary Digest**, October 24, 1931.

2. China, although a member of the League, has no vote as she is not a member of the Council at this time.

• • •

## Values

ETHEL W. BAYLESS

*Alice Birney School, San Diego*

**N**INE years ago I tried my level best to pound

Division into Joe Tetrini's head;

Tall, dumb, and cheerful, over-grown and over-age,

A futile struggle. That is what I said.

No use to hold him back. Too old as it is now;

And still, he didn't know enough to tell

Divisor from the dividend, and less of process knew;

He scarcely even knew his tables well.

Last summer in the surf I tried to ride a swell;

Beyond my strength, I struggled with the undertow.

Years after—so it seemed—when I looked at the sky,

Who should the battling life-guard be but Joe!

Joe proved his prowess in the ocean rough that day,

He knew just what the wrong technique would cost;

He doesn't know divisors yet. Still, were it not for Joe,

The dividends of life for me were lost.

## Washington Memorial Grove

O. S. HUBBARD, *Superintendent of Schools*

**F**RESNO city school children are planting a memorial grove of 500 trees, dedicated to the memory of George Washington. Each school class is planting one tree in the grove. The trees are of the varieties commonly found in that section of the United States which formed the setting for Washington's life.

Recognition at the time of the dedication will be given particularly to the two women who contributed so much to Washington's success namely, Mary Ball Washington, his mother, and Martha Washington, his wife.

The memorial bronze tablet set in a granite stone placed in the midst of the grove bears the following inscription:

Washington Memorial Grove  
Dedicated by  
The Children of the Fresno  
City Schools  
1932

The memorial grove idea can well commend itself to other California communities for several reasons:

1. A grove is an appropriate memorial, because Washington was himself a great lover of trees. He planted many trees on his estate in Virginia, and numerous important events in his life are associated with trees.

2. The grove is a lasting memorial not only to Washington, but to the thoughtfulness of the present generation of school children, whose children and children's children would play beneath its friendly shade.

3. The planting of a grove gives the school children of the city an opportunity to co-operate in a great community and national enterprise. This affords practical training in good citizenship.

4. The emphasis given the occasion furnishes the impetus to many pupils to study the life of Washington and to gain new insights and appreciations of the man who has been affectionately called "The Father of His Country."

\* \* \*

**Row, Peterson & Company** of Evanston, Illinois, have recently brought out readers of special interest to the elementary schools. The new *Rainbow Readers* by Srager and Rabenort include the primer and book one. Books four, five and six are *Storyland Readers* now appearing, the authors being Parker, Rader, Free, Treadwell.

"Young Prince Hubert" is a supplementary reader of unusual charm. All of these books are beautifully printed and illustrated, and are of high educational merit.



## THE YOUNG MAN IN BUSINESS

By HOWARD L. DAVIS

Director Technical Employment and Training, New York Telephone Co.

This book prepares a man for what he will run up against in choosing his vocation, applying for employment, adjusting himself to his first job. It plunges immediately into specific problems and offers definite solutions.

172 pages

5% x 8 1/4

\$2.00

JOHN WILEY & SONS, Inc., Publishers, 440 FOURTH AVENUE, NEW YORK CITY  
TECHNICAL BOOK COMPANY, Agents, 525 MARKET STREET, SAN FRANCISCO, CALIFORNIA

## Pacific Colony Summer School

KENNETH DUNCAN

Director of Summer Session, Claremont

TO meet the need of school systems and institutions in the way of training personnel for the teaching of mentally-deficient children a summer school is to be developed by Claremont Colleges, in co-operation with the Pacific Colony, a state institution for mental defectives near Pomona, and a short distance from the college campus at Claremont.

The development of this school is in the line of the policy of Claremont Colleges, while carrying on a general summer school, to organize specialized schools for the more intimate and practical advantage of students in particular fields. By this arrangement academic work will be carried on at Claremont and the clinical work and practice teaching will be supplied by the opportunities furnished at the Pacific Colony. Work done in the teaching of sub-normal children will receive regular academic credit.

The opportunity for clinical work furnished by Pacific Colony is very unusual as it is the only state institution for the training of the mentally defective in Southern California.

The proposed program will have the special advantage of the co-operation of the California bureau of juvenile research, an organization of the state department of institutions, under the immediate charge of Dr. Norman Fenton, who is well-known as a psychiatric authority and who will be available for advice and guidance in research to students of the summer school. The plan has also the approval of the director of state institutions, Dr. J. H. Toner, and the active co-operation of the superintendent of the colony, these authorities having placed the facilities of the Colony at the service of this undertaking.

Claremont Colleges, in offering this opportunity for summer training to teachers, psychologists, social workers, and others, believes that it will meet a need for communities and institutions in the West, and that a considerable number of students will avail themselves of this privilege of six-weeks first-hand contact with the feeble-minded and their problems. The only other summer program of this sort in the United States is at the Vineland Training School, Vineland, New Jersey; offered in association with Rutgers University. The summer session will thus be an opportunity for institutional personnel and teachers not only in California but also in the other states of the West.

## ART TEACHERS

Leathercraft is winning popularity with many schools throughout the West, because of its wide appeal and practical application.

TOOLING  
LEATHER  
AND  
SUPPLIES

STOREY CRAFT

FOR  
ARTS  
AND  
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The first of a projected series of tests for junior colleges, issued under the editorship of Walter Crosby Eells, is published by Stanford University Press.

The first number, a test in English, constructed by Professor Eells and David Segel, "is designed primarily to furnish a measure of accomplishment in the knowledge of English language and literature for students who have completed the course of study in junior colleges." It may also be used to measure progress at the close of one or more semesters of study of English.

Eells is professor of education at Stanford University, editor of the Junior College Journal, and the author of a book on the junior college recently published by Houghton-Mifflin. Segel was recently named specialist in educational tests and measurements for the United States Office of Education.

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**California Association of Teachers of Deafened Adults** arranged for three profitable and instructive sessions during the Los Angeles county institute.

Papers were read touching upon various phases of the work for the deafened; rehabilitation, voice, children, morale; and a round-table discussion of class-room problems.

Following the institute sessions, the association held its annual election which resulted in the following officers being chosen to serve a term of two years: President, **Coralie N. Kenfield**, San Francisco; vice-president, Northern District, **Mrs. Ruth McKinley**, San Jose; vice-president, Southern District, **Helen Serliver**, Santa Barbara; secretary-treasurer, **Ruth Bartlett**, La Verne.

## Coming Events

**February 20-25**—N. E. A. Department of Superintendence, Washington, D. C.

**March 27**—Easter.

**March 21-24**—State Convention of California Secondary School Principals; **Los Angeles**.

**April 9**—C. T. A. State Council of Education, annual meeting.

**April 25-30**—California Public Schools Week. Charles Albert Adams, General Chairman.

**May**—Mono county teachers institute, Mrs. Nora Archer, county superintendent, **Benton**.

**May 1-5**—California Conference of Social Work; 24th annual convention; **Riverside**.

**May 2-5**—California Congress of Parents and Teachers State Convention, **Fresno**.

**May 15-20**—National Congress of Parents and Teachers; 36th convention, **Minneapolis**.

**Summer, 1932**—Tenth Olympiad, **Los Angeles**.

**June 16-August 10**—Austro-American Institute of Education Sixth Summer School, **Vienna**.

**June 23-August 3**—University of California summer session, **Berkeley**.

**June 27-July 4**—N. E. A. Convention, **Atlantic City**.

**July**—First International Recreation Congress, **Los Angeles**.

**July 25-30**—World Federation of Education Associations, regional conference at **Honolulu, Hawaiian Islands**.

**July 28-August 4**—International Federation of University Women Conference at **Edinburgh, Scotland**.

**July 29-August 12**—Sixth World Conference of the New Education Fellowship, at **Nice, France**.

**August 16-20**—International Convention, League of Western Writers. Clift Hotel, **San Francisco**.

## Aircraft Engines

Minor M. Farleigh is author of a technical text "Principles and Problems of Aircraft Engines" recently brought out by John Wiley & Sons, Publishers, of New York City. This volume comprises nearly 300 pages and is profusely illustrated with diagrams, charts, and half tones. It is a practical handbook in simple language, for all who are concerned with Aircraft Engines.

## REPORT CARD

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Semester *Second*

SUBJECT	First Quarter	Second Quarter	Mark Semester
English	1		
Mathematics	1		
Serial Studies			
General Science	1		
Household Arts			
Mechanical Arts	2		
Art			
Music	1		
Gen. Business Tr.			
Exploratory Lang.			
Typewriting			
Spanish			
French			
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2—Above average  
3—Average  
4—Below average  
5—Distinctly below  
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